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With the continuing increase in the number of public employees (federal, state, local), the Institute for Local Self Government believes junior colleges could be the primary agent in educating and training recruits. More employees are needed and many of those already so employed need retraining or upgrading. The Institute also feels that such jobs offer desirable careers to the disadvantaged. This conference report tells how five California colleges have helped prepare people for public service occupations, thus becoming involved in urban problems. It gives criteria for general development and implementation of human and municipal service programs, their acceptance by the colleges, relevance to the job market, and the need for articulation. Riverside, with six other colleges, offers Career Progression, a pilot program in supplementary training, particularly useful to Head Start personnel. Contra Costa College reports development of a New Careers program, with a common core curriculum to be supplemented by specific courses for several occupations. Pasadena City College describes its Community Development curriculum emphasizing community experience. Merrit College, among the first to train the disadvantaged for public service jobs, regards the New Careers program as an agent of change in the community colleges. San Diego Community College concentrates on developing a public service curriculum to train and educate the disadvantaged for subprofessional occupations. (HH)

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SOME WHO DARED

COMMUNITY COLLEGE INVOLVEMENT WITH PUBLIC SERVICE ASPECTS OF THE URBAN PROBLEM IN CALIFORNIA

JC 690 347

The Institute for Local Self Government
Hotel Claremont Building
Berkeley, California 94705

THE INSTITUTE FOR LOCAL SELF GOVERNMENT

"Research and Education to Promote and Strengthen the Institutions and Processes of Local Self Government."

California's urban communities have entered a dynamic era of physical, social, economic, and cultural growth and change. The severe problems present a challenge and an opportunity which calls for the best in initiative, organizing ability and leadership from those of our citizens who accept responsibility for decision-making and problem-solving at the local level. The Institute's capabilities and research activities are designed to produce results keyed to practical local government operations and programs. In frequent affiliation with the League of California Cities, the Institute's research projects are broad-based and flexible to provide a bridge between the academic community and local government practitioners. Research projects are intended to result in "Designs for Action."

The Institute for Local Self Government is in its second decade of service as a non-profit, tax-exempt, educational and research corporation under applicable California and federal laws. As a public educational organization, its purposes are to promote and strengthen the processes and institutions of local self government; sponsor and conduct meetings and conferences of local community leaders concerning local government problems in order to improve the quality of citizen participation in community growth and change; sponsor and conduct training courses in local self government to develop individual leadership capabilities in policy formation at the local level; acquire and disseminate educational materials to increase the knowledge and understanding of the principles of local self government; improve the capability of community leaders to participate and contribute more effectively to local self government; and, to engage in research programs related to local government public administration.

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SOME WHO DARED

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INTRODUCTION

The California Community Colleges is the largest system of higher education in the world. There are now 700,000 students enrolled, of whom 300,000 are full-time.

The Institute for Local Self Government is concerned with the role of the community colleges in providing public service education and training in the belief that it is essential to fully utilize this outstanding educational resource for that purpose. It is uniquely suited to it. They are beginning to provide and can further provide the training and educational programs for major segments of the public service for both existing employees and for young people interested in pursuing careers in the local government public service in technical and subprofessional occupations.

This is the story of "some who dared" to alter established ways of doing things in response to what is undoubtedly the nation's most pressing domestic problem -- the crises of the urban environment. John W. Gardner, former Secretary of HEW and currently chairman of the Urban Coalition tells us that what is wrong is that "The machinery of our society is not working in a fashion that will permit us to solve any of our problems effectively." (*Time*, April 11, 1969). The activities described in this publication answer John Gardner's call to "...design institutions that would strengthen and nourish each person ... which will not just serve the individual but give him an opportunity to serve. When people are serving, life is no longer meaningless; they no longer feel rootless. Without allegiance and commitment, individual freedom degenerates into a sterile self-preoccupation."

The need for educated and trained personnel in government occupations is urgent. One in six of the 75 million workers employed today are in government occupations. There were 12.3 million civilian public employees in the United States in October, 1968, or 475,000 more than a year before. The increase was accounted for mainly by state and local governments which had 9.4 million employees as against 8.9 million in October, 1967.

Public civilian payrolls for October, 1968 were $6.9 billion, or about $834 million more than the same month the previous year. The federal portion amounted to $2.1 billion with payrolls of state and local governments at $4.8 billion a month.

About 20% of state and local government employees are on a part-time basis When the number of these employees is discounted by applying average full-time earning rates, the total of full-time equivalents of all state and local government employment was 7,879,000 in October, 1968. Of this total, local governments accounted for three-fourths, or 5,795,000 employees.

The full-time equivalent (FTE) number of state and local government employees concerned with education totaled 3,898,000 in October, 1968, while the number engaged in all other functions was approximately 3,982,000.

Total government employment in the United States has risen each year since 1947, with state and local governments accounting for most of the changes in this 21 year period. From a peak of 3.4 million in World War II, federal civilian employment fell to 2.0 in 1947, then rose to 2.5 million in 1951 and as of October, 1967, stood at 3.0 million, with the recent increase mostly for national defense and postal services.

State and local government employment dropped slightly during World War II from 3.4 million in 1941 to 3.2 million in 1945. Since then it has shown significant increases every year. During the 17 year period ending October, 1968, the full-time equivalent number of state and local government employees rose 107% and the October payrolls of these employees went up 371%.

Projections indicate that within five years, state and local government manpower requirements will rise 50% above the 1965 level, while the overall labor force will expand only 22% in the same period. Where these people will be educated and trained is seldom discussed. The Institute believes the community college to be a prime resource in that regard. In addition to quantitative need, there is a parallel compelling need to upgrade presently employed public employees. Simultaneously, there is a growing sentiment that persons from disadvantaged communities may find fruitful and socially desirable careers in the public sector, if for no other reason than the growth of that sector.

This publication is the third in the Institute's "Living Municipal History," series. 1/ It tells how several California community colleges have assisted in preparing people for public service occupations. The Institute believes the record to be impressive, worthy of publication and illustrative of community college involvement with public service aspects of the urban problem in the nation's largest state.

The articles focus on the role of the community colleges in the training and education of people with disadvantaged backgrounds for public service occupations. The genesis of the publication stems from a Conference "New Careers and the Community College," University of California, Davis campus, October, 1968. One section of the Conference, in which the Institute played a major role, dealt with what five community colleges in California were doing. Those experiences have been distilled by the contributing

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1/ Organizing Cities to Solve People Problems, 1967, $3.00, Innovation and Change - A City's Management on the Move, 1968, $3.00.

authors into living urban history case studies, whose opinions while not necessarily reflecting those of the Institute, are of pertinence.

The Institute has been intimately involved with the community colleges as part of one of its major research projects, "Municipalities as a Model for New Careers and Redirection of Vocational-Technical Education." The research and allied activities in this connection are partially funded through a grant from the Department of Health, Education and Welfare, Office of Education, Contract No. 0-8-070192-2375 (085). This publication is one of the continuing efforts and a series of publications in that project to promote and advance cooperation between local governments and the Community College System in the redirection of vocational-technical education.

The Institute is indebted to the contributing authors for their assistance in preparing the basic manuscript under the direction of Les White, its Senior Research Associate. The articles provide an effective answer to some of the difficulties of our times. Justice Holmes once said: "As life is action and passion, it is required of man that he should share the passion and action of his time at the peril of being judged not to have lived." The community college activities described herein give proof positive of institutional life in response to the challenge of the times.

Berkeley, California
June, 1969

Randy H. Hamilton
Executive Director

PUBLIC SERVICE EDUCATION THROUGH THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

"The greatest American educational invention of the nineteenth century was the land-grant college. The greatest American educational invention of the twentieth century is the two-year community college."

...John Gardner, No Easy Victories,
Harper & Row, N. Y., 1968, p.97.

Mary DeNure

PUBLIC SERVICE EDUCATION THROUGH THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

Summary and Conclusion

This article describes public service education in the California Community College system and highlights the general considerations in the development and implementation of public service oriented programs. It explains the basic problems and concerns of the Department of Education's Consultant in Public Service Occupations. Described is how a state goes about fostering such programs and insuring their acceptance by the Community College, while at the same time insuring relevancy to the local job market.

The importance of "articulation" is stressed as is the necessity for utilizing various committees along a continuum to achieve results. The newly created organization of the California Community Colleges into a separate entity complete with a statewide Board of Governors, coupled with the 1968 major revisions of the federal Vocational-Technical Education Act, makes it easy to understand why development of definitive roles and functions are still in a developmental state.

Prior to her present appointment, Mrs. DeNure taught in the public schools in San Diego.

PUBLIC SERVICE EDUCATION THROUGH THE CALIFORNIA COMMUNITY COLLEGE SYSTEM

By Mrs. Mary DeNure

Research in recent years shows that demands for public services have not been adequately met and part of the reason has been the inability of local and state governments to recruit trained people. In recognition of the growing need for the systematic development of public service education programs for supportive and technical types of positions in government agencies, the California Community College System created the unique position of Consultant in public service occupations.[1] The initial and basic responsibility of this position was to explore and collect data relevant to the job opportunities and future needs for employment in public service occupations. Subsequent activities have involved work in the area of developing curriculum guidelines.

Public Service Defined

A fundamental step in developing appropriate educational programs in the public service field is the definition of what we mean by "public services." The U. S. Office of Education, Bureau of Adult, Vocational and Library Programs, has recently suggested a definition for public service occupations:

> "Public service occupations are those occupations pursued by persons performing the functions necessary to accomplish the missions of local, county, state and federal government. These missions reflect the services desired or needed by individuals and groups ... and are performed through arrangements or organizations established by society, normally on a nonprofit basis and usually supported by tax revenues."

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[1] In California, "Consultant" is a full-time, classified, categorical civil service position.

These occupations have also been defined in the Directory of Occupational Titles as "government service and any related occupations performed primarily in the public domain." Although there is some overlapping of the functions and tasks, the public service occupations may be separated into two broad classifications: Human Services and Municipal Services. The human services are those activities which are generally more individually oriented for developing a productive member of society. The municipal services, includes all those occupations involving guardianship, maintenance, and improvement of the public domain for the general welfare of society.

Human Service Curriculum

Programs to prepare people for employment in the human service occupations might include training and education in the knowledges and skills involving basic interviewing techniques, report writing and counseling. In addition, there should be courses that help people better understand one another. In situations of direct contact with the public, the interpersonal skills and behavioral knowledges are paramount. Also, there is a need to acquaint the student with the many community resources and the services they offer. Although it is important for the public service employees to know about their local community, it is equally important to know about the expanded community, the intergovernmental relationships among and between varied agencies at the federal, state, county and city level; their independent and dependent activities with each other and with the community.

Municipal Service Curriculum

Preparation for employment in the municipal service occupations is primarily specialty skill and on-the-job training oriented, followed by in-service training leading to advancement and occupational mobility. Training in the social sciences and specific functions is also applicable for municipal services. The more the job involves direct contact with the public, the more training in interpersonal relationships will be needed. Although advanced degree level training is required for some levels of occupations in the municipal service, the use of technicians and semiprofessionals is probably much greater in municipal service than in human service occupations.

Criteria for Occupational Program Development

Criteria for deciding if a program should be implemented at the secondary or post-high school level has been suggested by Dr. Lynn A. Emerson. The following characteristics would tend to enhance the success of occupational programs at the community college level:

1. If the occupation involved is generally classified as semiprofessional.
2. If the occupation involved demands greater maturity at entry than the average high school graduate possesses.
3. If the prestige of a community college is needed to attract the type of student required for the program.
4. If on-the-job learning time required for development of full occupational competence is substantially lower for the graduate of a community college program as compared with that for a high school graduate in the same field.
5. If the curriculum content is of a level and type that requires high school graduation and completion of specific courses as a minimum foundation for entry.
6. If the area involved seeks to meet the needs of persons who left or graduated from high school with no special occupational training and later seek such training to prepare themselves for better jobs.

7. If there is a need in the community for a wide range of evening courses which require technical equipment not normally available in high school occupational programs.

Community colleges individually, the California Community Colleges Office in Sacramento, and the Institute for Local Self Government through recent research with leading municipal government professionals have demonstrated that there are a number of government occupations which do fit program development criteria mentioned above. It is, however, an area where considerable information and explanation of the roles and relationships of community colleges to government agencies must be accomplished to facilitate the use of community colleges as a poignant training and education resource for government.

THE CALIFORNIA APPROACH

The Role of Advisory Committees in Program Development

The California Community Colleges, Chancellor's Office is the state's central office for program development and coordination. Suggestions for program development originate in the individual college, through the Area Planning Committees involving several colleges, from the educational needs of manpower and training programs, from legislation such as, the National Safety Act proviso to implement programs to train traffic technicians; and from labor forecasts of future employment opportunities.

Statewide Advisory Committees

After the need for an individual career program has been ascertained, a Statewide Advisory Committee is assembled. Members are representatives of the various agencies, businesses, professional organizations and academic institutions concerned with all of the aspects of the program.

This committee discusses individual agency needs and educational experiences, as well as knowledges and skills needed for each job. This results in identifying certain common characteristics in the various jobs. These characteristics link the occupations into logically related groups or a "cluster of occupations" surrounding a basic career field. The cluster concept suggests a common "core" of courses. A student who completes the "core" has the basic knowledges and training that will allow him to be employable for many occupations within a broad career field.

The committee, uses the entire state as a frame of reference but discusses employment opportunities on a regional basis. This helps to identify the community colleges that should offer the program. Using the committee reports, the state Consultant develops questionnaires and meets individually with college administrators and agency representatives throughout the state. Pilot programs are implemented and evaluation of the student performance provides informational guidelines concerning the relevance of the course offerings. Guidelines for program implementation and the course content for the "core" courses are then published on a statewide basis.

Local Advisory Committees

Before an individual college starts a program, they should and generally do consult with a local advisory committee representing the governmental agencies of the surrounding communities. This committee determines the local job opportunities and student market. The local committee should accept the responsibility of insuring success of the college program by:

1. Helping to develop the curriculum to meet the local needs;
2. Offering individual assistance as lecturers or part-time faculty;

3. Offering their agency or organization for field trip or student observation experiences;

4. Offering their agency or organization for student work experiences;

5. Being the employer for graduates of the program.

The Scope of a Public Service Program

The public service occupational programs are especially suited to the community college level of education. (They follow the Emerson criteria for program level previously noted.) Also, using jobs that are semi-professional in nature and are part of the generic human services field meet the criteria for a "new careers" program. It is suggested that each public service program should encompass the following points:

1. A full major with a minimum of 20 units in a specialized education or "core" and 40 units of related and general courses to fulfill the requirements of an Associate of Arts degree. Work experience and internship programs should be an integral part of a public service occupation major.

2. The specialized "core" courses designed to train people in skills and behavioral knowledges and tasks related to the job should be meaningful in-service education for updating or upgrading a person in his job.

3. The program is designed along the career ladder concept with the first courses relating to the entry level jobs and additional courses which relate to a job heirarchy within a career.

4. Articulation should be made with the four-year institution to allow a smooth progression of courses and eliminate the loss of credit hours and study time.

Some of the specific problems and issues in establishing new public service occupational programs may focus on problems of articulation, the use of work experience programs, and the development of proper area planning policies to eliminate the duplication of programs where adequate job markets to support such programs do not exist.

Articulation of Programs

Articulation in education is the process of transfer and progression of students from one level of educational offerings to the next higher level. To help augment the knowledges and competencies of the student enrolled in pre-service occupational programs, it is advantageous for the high school and the community college to articulate their programs. General programs offering insight into the opportunities and requirements needed for a wide variety of careers as well as some specialized training courses for entry level jobs can be economically offered by the high school. In California, 15% of the 11th and 12th grade students of each high school, after a minimum day attendance, may attend the community college for specialized programs that are not offered at the high school. Under the law and applicable regulations, both schools would receive the Average Daily Attendance State reimbursements.

Equally important is articulation between the community college and the four-year institution. Usually this is accomplished through individual situations with each community college seeking cooperation with their nearest higher degree granting school. In some instances, however, articulation is sought on a statewide basis. An example is the acceptance of course work at the community college in the social service technician program. A policy statement supporting this program was received by the Chancellor of the California Community Colleges:

> "The deans of the California schools of social work wish to express their interest in and support of the development of educational programs in the California Community Colleges to prepare social service technicians as part of

> the movement to develop new career opportunities and to articulate such education with four-year Bachelor's degree programs in Social Welfare. Additionally, the deans wish to indicate their concern for the development of academically sound programs taught by appropriately qualified instructors. We are willing to offer our assistance collectively, or individually at local levels, in the establishment and maintenance of such programs and in helping to meet the faculty needed for these new programs which, among other things, could entail cooperative arrangements with our graduate program."

Articulation on a horizontal level, between the many community colleges is also a factor to be emphasized. Uniform programs should be developed that will allow the student to transfer from campus to campus without undue loss of credit or study time. The Board of Governors of the California Community Colleges has recommended that the Interdistrict Agreement and Apportionment Sections of the Education Code be reviewed and alternatives developed in order to encourage a free flow of students among the colleges.

Work Experience Education

One of the most meaningful and rewarding experiences for the student in an occupational training program is his participation in a work experience education course. It is recommended that all vocational occupational training programs have at least one semester devoted to work experience education. The Handbook on Work Experience Education, (California State Department of Education, Sacramento, 1965) describes three types of work experiences for students in secondary and community colleges. Those two used primarily at the community college level are:

> General - supervised part-time employment...need not be related to the occupational goals of the students. Pay is received for this work if it is performed outside of the school. Students receive school credit.

> Vocational - employment that is related specifically to the occupations for which their vocational courses in school are preparing them...students may receive both pay and school credit for their work.

The Handbook also explains that the school should give "one semester hour of credit for an average of five hours of work a week performed throughout the semester (90 hours of work per semester per unit of credit)." Therefore, if the student works 8 hours per week for 18 weeks, he would receive 2 units of credit. If, in addition, he attended a class related to the work experiences for one hour per week, he would receive 3 units of credit. If the student worked 15 hours a week for a semester and attended one hour of related classroom instruction, he would receive 5 units of credit. There has been much discussion about work experience education courses and placement and the consensus is that there is a need for a more "structured" situation; a specific part of the training program where placement in an agency will provide direct supervision and evaluation of the student's performance. The best way to structure the arrangement is for the school district, the program coordinators, and the agency, to draw up and sign a TRAINING AGREEMENT to insure the adequacy of the work experiences.

Area Planning Concept

It is becoming more important to use planning and foresight in developing certain programs. Statistics indicate that for maximum utilization of facilities and equipment it is better to place a program in a college where the job market and the student market have a high correlation coefficient. This area planning concept is part of the coordination efforts fostered through the California Community Colleges Chancellor's Office. The Board of Governors of the California Community Colleges has adopted a policy for the Chancellor to work with the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges to develop a section on area planning for the Application for Accreditation. This enables each college to voluntarily join other colleges in close proximity to form an area planning council. Depending on college location in relation to the job market and student market potential, it is feasible that some colleges will be members of two or more area planning groups.

EXHIBIT A

PUBLIC SERVICE OCCUPATIONS PROGRAMS

HUMAN SERVICES

PROGRAM		RELATED JOBS
EDUCATION	Teacher Assistant	Instructional Aide; Teacher Aide; Teacher Assistant; Special Education Aide; Nursery School Aide.
	Library Technician	Clerk (Intermediate, Senior); Library Technical Assistant
	Instructional Media Specialist	In schools, private industry, and the armed services
SOCIAL	Social Services	Group Counselor; Counselor Assistant; Social Service Assistant I - II; Community Service Aide; Correctional Program Assistant; Eligibility Worker; Institutional Group Worker, Employment Community Worker.

MUNICIPAL SERVICES

PROGRAM	RELATED JOBS
URBAN DEVELOPMENT	
Community Planning and Redevelopment:	City Planning Technician
PUBLIC TRANSPORTATION SYSTEM	
Travel Services:	
Stewardess and Steward	With all travel agencies (airline, bus, ship)
Professional Travel Guide	Travel agent (private business or travel agent)
Airport Operation	Assistant Airport manager, business manager, operations assistant
ADMINISTRATIVE SERVICES	
Public Service Management	Supervisory and staff positions in Federal and State, County or City governmental agencies.
PARK AND RECREATION	
Recreation Technician	Field or group recreation worker; Camp counselor; correctional program assistant
OTHER SERVICES	
Communication technician	Broadcast (TV) Programmer; radio and TV announcer/dispatcher

CAREERS PROGRESSION : A Pilot Project in Supplementary Training

> "There is much that the junior college in large urban areas can contribute to the solution of the manpower problems in public service. The extent of this contribution depends upon: (1) the willingness and ability of junior colleges to engage in educational experiments, and (2) an acceptance by urban governments of the potential role of the junior college in preparing men and women for careers in public service."
>
> ...1968 Urban Government Manpower and the American Junior College Report of the American Association of Junior Colleges, Washington, D C., p.21.

UNIVERSITY OF CALIFORNIA at RIVERSIDE
CALIFORNIA STATE COLLEGE at SAN BERNARDINO
UNIVERSITY OF CALIFORNIA EXTENSION, RIVERSIDE
COLLEGE OF THE DESERT
MOUNT SAN JACINTO COLLEGE
PALO VERDE COLLEGE
RIVERSIDE CITY COLLEGE

Dollie Lynch

CAREERS PROGRESSION : A Pilot Project in Supplementary Training

Summary and Conclusion

This article focuses on the development of training and continuing educational programs for subprofessionals in the teaching occupation. Of the original 59 enrollees, 51 were continuing their education in community college programs. The article is an outstanding exposition of innovation and change in community colleges engendered through the interplay between the enrollees and the institutions. It demonstrates accomodation to change and the flexibility exercisable by the community colleges to accomodate the needs of particular segments of the labor market.

The successful development and implementation of education programs for head start teachers and aides is best summed up in these words: "Through the efforts of many and the real commitment of six educational institutions, the gap between available educational opportunities and the economically disadvantaged members of our communities is being bridged."

Mrs. Lynch has been Head Start Project Director of Riverside County for four years, prior to which she was a kindergarten teacher and elementary school vice principal.

CAREERS PROGRESSION: A Pilot Project in Supplementary Training

By Mrs. Dollie Lynch

The advent of Head Start Supplementary Training in the fall of 1967, designated ten Head Start programs in the nation as pilot sites for the opportunity to involve their Community Action Agencies and colleges in a program to bridge the gap between the economically-disadvantaged community and higher education.

Specifically, selection of the national Supplementary Training sites was based on placing the pilot programs in areas where effective community action agencies existed and which had both two and four-year educational institutions interested in pre-school staff training.

One pilot site was Riverside County, California, where Head Start endeavors, covering an area of 11,700 square miles, had attracted considerable recognition as a successful program in meeting the educational and related needs of economically-disadvantaged pre-school youngsters. This was done while meaningfully involving Head Start parents and community organizations and concurrent with In-Service Training for staff members.

In September of 1967, the Head Start Supplementary Training program received a grant of $59,978 from Educational Projects Incorporated, Washington, D. C., a contracting agency of the Office of Economic Opportunity. The grant was for a period of one year for 100 participants per quarter or semester. The grantee was designated as the University of California at Riverside. Other participating colleges were College of the Desert, Mt. San Jacinto College, Palo Verde College, Riverside City College, University of California Extension, Riverside and California State College at San Bernardino.

Under the terms of the grant, any full-time Head Start employee who had demonstrated capacity and a continued interest and had less than a bachelor's degree, upon the recommendation of a center director, could enroll in Careers Progression Supplementary Training, with expenses paid.

Two kinds of instructional programs were planned: (1) instruction to improve the child development skills for professional and non-professional staff members of full-year Head Start, and (2) a program to encourage educational advancement in a regular two or four-year degree program with an appropriate major field. This latter phase of Supplementary Training is referred to as "Careers Progression."

A survey of the countywide staff conducted in the spring of 1966 revealed that of the 183 teachers and aides employed in the Head Start Centers, 107 (58%) had less than a bachelor's degree. Even though little time was available between selection of Riverside County as a pilot site and the enrollment of participants, the survey data allowed Head Start personnel to identify quickly those eligible for the program. The first term's enrollment included fifty-nine participants, 51 of whom enrolled in community colleges and 8 at the university and state college level.

The initial reactions of the participants were great enthusiasm, some confusion, but gratifyingly, little discernible apprehension. The relative absence of apprehension seems attributable to the fact that since the summer of 1965, throughout the countywide program, Head Start staff members, half of whom were teacher's aides and many from low-income backgrounds, had participated in college training conducted under the auspices of University Extension, Riverside campus. All of the Head Start In-service events conducted by University Extension included courses specified in their "Core Program in Nursery Education." These were applicable to a Certificate in Nursery Education and could be further used to meet the requirements of the state-issued child care permit necessary for employment as a pre-school teacher. Thus, in Riverside County, University Extension was a forerunner in adapting educational opportunities to the needs of Head Start personnel of target areas and apparently in giving them a taste of success and a sense of confidence in their ability to succeed in college courses.

Innovations

For the purpose of this brief description of one county's experiences with the pilot program of Supplementary Training, it is unnecessary to describe in detail the logistics of management and implementation. Rather, concentration will be on the innovative programs and adaptations that resulted. Worth noting also are the implications for the future as they pertain to the development of training and educational programs for economically disadvantaged personnel and preparation for professional occupations and/or improvement of skills for those remaining in sub-professional roles.

In the very short span of the first year, the following curricular innovations evolved:

- At the College of the Desert, the development of a group of courses, entitled "Teacher Aide Training," specifically for Head Start Supplementary Training participants. A total of twenty-four units included work in Child Growth and Development; Special Methods; Latin-American Culture and Negro Heritage; School Health; Safety and First Aid; Committee Liaison and Leadership; School Personnel Relationship; Music for Teacher Aides; and Art for Teacher Aides.
- University Extension offering Psychology on the campus of the College of the Desert, located 68 miles south of the University

campus. The Psychology course carries upper division credit toward degree programs and allows those staff members ready for upper division work to complete this requirement without having to commute up to 280 miles a week.

- Initial steps taken for the establishment of a program in Early Childhood Education on the campus of California State College, San Bernardino.

In instances where special "contract classes" are established solely for the enrollment of Head Start employees the institutions may receive reimbursement for expenses incurred. Since only Head Start employees are permitted in contract classes, staff members from neighboring Junior College districts may enroll without the difficulties of transfer releases.

- A committee is reviewing the University of California In-service courses already completed by Supplementary Training participants. It is hoped that these courses may parallel courses appearing in the Nursery School Certificate Program of the Community Colleges so that they may complete their undertaking there and receive complete transferability of earned credits.

Since the summer of 1967, Riverside County has conducted Head Start on a "full year" ten month basis, the rationale being that since monies are limited we would prefer to operate a good, strong program for ten months, implementing a well rounded pre-school endeavor rather than trying to operate on a "shoe string" for twelve months and cutting corners and generally conducting a weaker program. The single exception to this ten-month plan is the operation of the five Day Care Centers which are open year round for nine to ten hours a day. They offer Child Care with an educational component for youngsters whose parents are seeking training, rehabilitation, or employment.

Thus, with most of the centers closed during the months of July and August, it afforded us a marvelous opportunity to utilize these few weeks for conducting intensive educational programs.

- At Mt. San Jacinto College, two courses entitled "Creative Learning" and "School Art," designed specifically to enhance the teaching methods of Head Start teachers and aides were developed.
- For the first time in its history of 22 years, Palo Verde College at the requests of participants of that area, offered a summer session with "General Psychology" and "Introduction to Psychology."
- At Riverside City College, an eight-week Spanish program was designed for the Mexican-American Head Start employee who was knowledgeable in the Spanish language. This was offered during the summer session and the participants could earn from four to twelve units, depending upon their individual initiative and achievement. The program covered "Beginning Spanish I," "Beginning Spanish II" and "Intermediate Spanish III." Fourteen participants enrolled and each completed twelve units. Of course, the units earned met the language requirement for the Bachelor of Arts degree. In addition, this highly motivated group of students translated for publication in Spanish, a Head Start information brochure.
- During the summer break, twelve upper-division students from the lower Coachella Valley area (approximately 180 miles distant)

travelled to the University Campus in Riverside for an eight-week residence program. Each of the twelve was enrolled in eight to twelve units of upper-division work. Since most of them resided in one of the campus dormitories, they could effectively participate in regular group and individual tutoring sessions. Each of these Careers Progression participants had approximately sixty units of lower division work, but because of the mileage difficulty were severely limited in their efforts to get upper division work during the regular working year. Since this was a summer session, the participants were permitted to enroll in regular courses, attended by University students, for which most had not met the course pre-requisites. Upon the completion of the session, this group of fourteen participants had completed a total of 137 units with a grade point average of 2.38. This was possible because of the unusually high motivation of the group and an effective tutoring program. It is expected that all of the students who participated in this summer session program will eventually continue work toward the Bachelor of Arts degree. The work completed during this summer session will be fully accredited toward a degree.

This summer period was our "long, fine summer" since the successes in it put a beautiful finishing touch to the first year of this pilot project.

Related innovations and strengths which contributed greatly to the program's success but not considered "curricular" in nature were:

- The availability of tutors for each participant immediately upon enrollment in a course.....not waiting until the individual is "in trouble" and the offering of tutoring both in an individual and group setting.

- Scheduling of classes at a time of day when participants are not working at the Centers.
- Designation by each of the five participating institutions of one particular counselor from whom the Careers Progression participants could specifically seek counseling and related assistance.
- Visitations to the Head Start Centers by a number of the counselors and Institutional Staff members. This has created a better understanding of the educational and training needs of the Head Start Staff members and the environment in which they work.
- The active involvement of the General Committee and a Careers Development Committee to advise and make policy.
- Excellent cooperation and communication between the established educational institutions and the community action agencies representing the economically disadvantaged "target area" residents.
- The involvement of husbands in social situations to engender a greater understanding of their wives' participation in an educational program requiring them to be away from their homes and families. Also the awarding of certificates to husbands for "selfless support," (see Exhibit A).
- The use of Careers Progression Liaisons who have proved invaluable in assisting the Supplementary Training participants to solve enrollment difficulties, baby-sitting and transportation troubles, in finding tutors, obtaining books and supplies, in study habit improvement, surveying the needs for additional

classes, and a multitude of other services.

- The establishment of a lending library whereby books may be made available to those who are associated with Head Start and are enrolling in classes with our encouragement but who do not qualify for Supplementary Training - such as parents, substitutes and volunteers.
- The use of Community Action funds to help meet commuting expenses. Of course, car pools are encouraged wherever possible.
- Use of Youth-Out-Post teens and future teachers as volunteer baby-sitters for Supplementary Training participants.
- The demonstration of belief in "Careers Progression" by the twenty-four school and non-school Head Start Delegate Agencies who in the past year elevated thirteen Supplementary Training participants from lesser positions to those of qualified teacher, social case aide, health aide or director-teacher.
- Most importantly there was developed a true understanding on behalf of the educational institutions, in particular the University's Registrar and the Associate Dean of the College of Letters and Science in the areas of enrollment requirements, waiving of course pre-requisites, interpretation of transcripts, scheduling of classes and other changes too numerous to mention which helped remove impediments for educational advancement. Also by allowing and encouraging Head Start participants to compete in regular classes and to meet the standards established for required courses and not creating a "watered down" curriculum for "us" for Careers Progression participants have emphatically demonstrated that they neither seek nor want a second rate or watered down degree!

Participants

What is the typical Careers Progression Supplementary Training participant really like? She is a composite of several people -

- She has a high degree of motivation and exceptional personal application as exemplified by one participant who is the mother of three. For the past six quarters, she has been driving an average of 510 miles per week to participate in upper division courses at the Riverside Campus of the University of California.
- In addition, our "typical" participant has the spiritual strength and intestinal fortitude such as one mother of four, who is returning to Careers Progression this quarter after withdrawing due to the discovery of multiple sclerosis.
- Furthermore, our "typical" Careers Progression participant has the enthusiasm and vitality of a Head Start mother with nine youngsters. Although she is not a "regular" Careers Progression participant, she is one who became so enthusiastic about the teachers and aides going to school that we helped her enroll. And through the use of books borrowed from the lending library, and a friendly car pool, she has embarked on her own college career. She wants to be a teacher and her volunteer services in the classroom demonstrate she will be a marvelous one.

Conclusions

A statistical analysis of the first year including summer session shows a total enrollment of 119 with 693 semester units completed, 1884 points earned, reflecting a grade point average of 2.72 and 350 quarter units completed 875 points earned, reflecting a grade point average of 2.50. By any reasonable measure, the Riverside County Head Start Supplementary Training Program thus far has been very successful. Factors which seem to have been instrumental in this success are: (1) a high degree of motivation and exceptional personal application on the part of the students; (2) exceptional tutoring; (3) augmented counseling services; and (4) cooperation between the government agencies and the educational institutions.

Currently, the project is well into its second year with an enrollment for the Spring semester estimated at one hundred participants.

Thus, through the efforts of many and the commitment of the six educational institutions the gap between available educational opportunities and the economically disadvantaged members of our communities is being bridged.

It is believed that this commitment will continue and thrive long after the "seed money" of this pilot project is gone, and that policies developed in the areas of admissions, curriculum design, and teaching techniques show promise of becoming permanent features of the educational establishment.

This is exemplified in a statement made by the Dean of the College of Letters and Science, University of California, Riverside and Contractor Administrator of this project, "Community involvement in the project is significant. The Head Start program is actually pointing the way for other projects to bring those forgotten people who have not finished school back to the University for a higher degree."

PROJECT HEAD START
RIVERSIDE COUNTY
CALIFORNIA

Certificate Of Merit

This Certificate of Merit is presented to

____

In recognition of his selfless support of his wife during her participation in Careers Progression-Supplementary Training.

____
HEAD START PROJECT DIRECTOR

DATE ______________________

AN EDUCATIONAL APPROACH TO THE PUBLIC SERVICES

"...The more difficult question is the extent to which the needs of the non-transfer students are being met. Is enough technical training being offered? Do the 'general education' courses ... provide an adequate preparation for careers? Are minority and disadvantaged students being attracted? ...until more counseling and guidance are offered at the high school level, the community college cannot begin to reach its full potential for all students."

... Editorial, Los Angeles Times,
April 8, 1969

CONTRA COSTA COMMUNITY COLLEGE

John Wixon

AN EDUCATIONAL APPROACH TO THE PUBLIC SERVICES

Summary and Conclusion

Contra Costa Community College, working closely with representatives of the community alongside designated governmental agencies in an intergovernmental New Careers setting has developed an outstanding program extending its educational role to a dimension approximating a comprehensive public service education program. Mr. Wixon's article describes in some detail the planning and implementation tactics and strategies which produced the results. If Contra Costa's experience can be taken as a harbinger, public service occupations may well be one of the main areas of future program and curricular developments at community colleges. As Mr. Wixon concludes, "A career in governmental service offers many attractions for young men and women. Some will find the opportunity which they have been seeking to serve and contribute to the welfare not only of the local community but also to the state and nation."

AN EDUCATIONAL APPROACH TO THE PUBLIC SERVICES

By John Wixon

Public Service Education

"Can you help us?" This question was posed by the representative of a group of Contra Costa County Social Service workers. The eight workers were employed as intake clerks and other related classifications. They wanted to improve their job classifications by obtaining an associate degree in a relevant program and their supervisor had suggested that they check with the College for possible assistance.

The question was raised at a time when information concerning the need for public service programs had been received from the American Association of Junior Colleges and from the U. S. Civil Service Commission. All evidence pointed to the need for an entry level job classification (with an articulated career ladder) for the potential employee whose qualifications are between those of the applicant who is prepared only with clerical skills and the professional who is required to have a minimum of a bachelor's degree. Recognition of the Associate in Arts degree was given by the Civil Service Commission in 1967 in its announcement of openings for Junior Federal Assistants. Further checking indicated that the California State Personnel Board and the Contra Costa County Personnel Office were also prepared to give additional consideration to a legitimate two-year occupational program in the Public Service field. Contra Costa College as a comprehensive community college had a background of approximately fifteen years of experience in the development of two-year semi-professional programs and had in its offerings thirty-five occupational programs of 2-4 semesters in length.

The rapidly changing social and economic scene gave added impetus to the request. An urgency was felt by many professional public employees and professional educators. The rapid increase in productivity which accompanied technological advances meant a relative decline in the employment of production workers. The increased density of population, as well as a more progressive social outlook, combined to stimulate the demand for public services. In 1929 four billion dollars was spent in the social welfare category in the United States. In 1966 the expenditure was one hundred billion dollars. After adjustment is made for the change in the value of the dollar, the increase in expenditure is spectacular. There has, however, been no corresponding increase in worker efficiency to match that in the production of goods.

All of the foregoing considerations reinforced the normal desire on the part of the college administration to provide a needed service to the community and to give a positive answer to the query. Our reply was, accordingly, in the affirmative.

As usual, in an occupational program, the first action taken was the organization of an advisory committee. Doing so was necessary because a new field of occupational preparation was being explored. The members of the occupational advisory committee had to be in a position to judge the employment possibilities, the skills and understandings needed by students completing a program, and to provide related information essential in the development of a sound curriculum. For this reason, representatives from state, county and municipal governmental agencies, as well as from quasi-public agencies such as the Richmond Chamber of Commerce and the Pacific Gas and Electric Company, were included in the membership of the committee. Additionally, college representatives from Student Services (counseling) and Social Science department were included.

A draft proposal was drawn up by the college staff and used as a basis for discussion at the first meeting of the advisory committee. The proposal was also circulated to other interested college staff. Modifications in the proposal were made from suggestions (followed by discussion) and the result represented the combined efforts, not only of the advisory committee but of many faculty members. The proposal as finally developed, had several unique characteristics: (1) To be useful to a wide variety of occupational groups, it was necessary to keep the proposed curriculum flexible. The courses and the program would be initially designed for those potential students who were already working in the field and that they would be presented in the evening college program. Consequently, the students could come from a variety of jobs to seek upgrading in a wide variety of employment situations. (2) To be economically feasible, it was necessary to appeal to a wide variety of students. It would not, for example, be practical to have separate complete programs for urban planning technicians, social service workers, library technicians, etc. For this reason, we developed a core of common understandings and skills which would be useful for all of these public service groups. This common core, then, could be supplemented by specific courses designed to have value for the currently employed, as well as the full time pre-employment student. These specific courses could be offered at appropriate intervals in sections of appropriate size. Additional flexibility was provided by having an appropriate list of major electives (in addition to the major requirements of each program). The proposal as presented to the advisory committee is included in Appendix A.

Following acceptance of the program by the advisory committee, the Consultant in Public Service Education for the California Community Colleges, was called in. When the program was explained, she suggested that it be presented to the Coordinating Council on Higher Education for possible inclusion in the state plan for Title VIII of the Housing Act of 1964. This suggestion was followed and a proposal was developed which included not only the presentation of the courses to the students in the evening college, but also the inclusion of job development and further curriculum development, items which are essential to the success of the program. The plan was approved by the Coordinating Council on Higher Education in California and included in the state plan for presentation to the Department of Housing and Urban Development. Also, following approval by the Advisory Committee, it was submitted to the curriculum committee of the Faculty Senate where it was approved unanimously.

The core courses in Community Development were scheduled for the evening program in the fall semester, 1968 and the search for an instructor started. It was necessary that the instructor have an unusual background. It was essential that he have a solid preparation in urban sociology coupled with previous experience working in a semi-professional level of the public services. For this reason the credential obtained was a designated subjects credential which requires occupational experience. Another necessary characteristic of the instructor in the program was that he have an imaginative approach and be willing to innovate in the preparation of a new course. Fortunately, we were able to find an instructor who qualified on all of these points and instruction commenced in the fall semester with a full class (45 students).

New Careers

To understand the changes which are taking place in the job classification structure as a result of the changing conditions previously mentioned, it is helpful to understand the "New Careers" approach. This innovative concept has been useful in opening new employment opportunities and providing a structure for an effective career opportunity for the educationally disadvantaged. The inter-relationship of the two objectives provides a rationale for a program which is of great value to local agencies in making necessary personnel classification changes.

In the fall of 1967, Contra Costa College was probed by a representative of Neighborhood House (a community agency) in North Richmond concerning our interest in assisting the development of a New Careers program. We had some familiarity with the concept of the New Careers since the Richmond Police Department had inaugurated a program of police community relation aides about two years previously. At that time, there was considerable discussion as to the role the community relation aides would play in the police department. However, there was no involvement of college in the educational component so that our interest was secondary. The proposal as submitted in the fall of 1967, included an educational component.

Accordingly, we assured the representative of Neighborhood House that we were interested and would be willing to work with them in the development of a specific program. A short time later we were again asked if we would be willing to provide for the employment of New Careers trainees, in addition to providing the educational component of the total program. Again we were interested and indicated a willingness to provide up to ten training slots. At that time, specific training programs, job descriptions, and career ladders, were developed for ten possible New Careers positions at Contra Costa College. In Appendix II the proposed program for a trainee as assistant student business manager is included as an example. In the spring of 1968, funding for the proposal by Neighborhood House did not materialize. However, in the meantime the City of Richmond had been designated as a Model City and funds allocated for the implementation of the Model Cities Program. The New Careers program was incorporated in the over-all plan and developed with Neighborhood House acting as the community organization sponsoring the New Careers program.

In discussing New Careers, we found considerable misunderstanding of the nature and the characteristics of the program. The term "New Careers" itself can refer to a new occupational area such as the community relations aide, employed by the police department, or, it can refer to the opening of a new career to a person who would otherwise be unable to take advantage of a training opportunity. In most cases, however, the term "New Careers" involves a combination of these two definitions, and New Careers trainees are selected who otherwise would not have had an opportunity to prepare themselves for a specific career. Also, the trainees are employed in areas where a few years ago there was no accepted occupational category. In most New Careers programs emphasis is on the field of human relations, although there is no reason why the New Careers concept cannot be extended to many other service areas just as effectively.

The positions occupied by the New Careers trainees who are presently obtaining the educational component of their program by attending Contra Costa College are: (A) Vocational Coaches employed by the California State Department of Employment, Richmond Office. (B) Deputy Sheriff Aides employed by Contra Costa County. (C) Social Service Aides employed by Contra Costa County. (D) Mental Health Aides employed by Contra Costa County. (E) Teacher Aides employed by the Richmond Unified School District. (F) Community Relations Aides employed by Neighborhood House. (G) Laboratory Mechanic-Technician employed by Contra Costa College. (H) Probation Aide employed by Contra Costa County. (I) Assistant Student Business Manager employed by the Contra Costa College Student Association. (J) Library Technician employed by Contra Costa College. This list illustrates the wide variety of positions which are included in the New Careers program as funded by the Department of Labor through the local CEP (Concentrated Employment Program) and sponsored by Neighborhood House.

One essential characteristic of the New Careers program is the method of selection of the New Careers trainees. No written tests are used and selection is made upon the basis of an oral interview. Initial screening is undertaken by a committee from the community drawn up by Neighborhood House. The committee utilizes, and takes into consideration, job description and job requirements as specified by the employing agency. A high school diploma is not one of the requirements! High school drop-outs whose level of achievement is not sufficient to enter the training program, but who demonstrate sufficient potential in the interviews, are given basic educational preparation by the Richmond Unified School District. After their verbal skills are developed to the required minimum, they enroll in the educational component of New Careers at Contra Costa College.

Following the initial selection by the Neighborhood House Committee two or three of those judged to be most qualified for each position are referred to the employing agency. In the case of the trainees selected by Contra Costa College, the referrals were interviewed by a committee composed of representatives from the department, or area immediately concerned, a representative from the Student Services (counseling) and a representative of the Instruction office. Final selection is made by this committee with the representative from the department immediately concerned having a veto power over the selection of any prospective trainee. Once a trainee is selected he is employed by the college and has the same status as any other probationary employee.

A second major characteristic of New Careers is that it is a cooperative program with the trainee working approximately one-half time at his job at the employing agency and attending the college approximately half time, fulfilling the educational component of his New Careers program. The employment runs through summer and the college program includes the summer session. At the end of three years, the trainee will not only have been gainfully employed, but if making normal progress, earn the A.A. degree with a major in the Public Services.

Another major feature in the New Careers program is the development of a career ladder. The trainee who starts out with a meaningful and productive job at the entry level has an opportunity to qualify himself for progressivly higher classifications as a result of increased experience and the satisfactory completion of a related academic program at the college. He must also have the opportunity (but not necessarily the obligation) of continuing his education at a senior college and moving into the professional area. Advancement to a professional classification can be accomplished in one of two ways - either by examination and qualification for the first rung of the professional ladder, or by continuing an educational program at a senior college and obtaining the B.A. degree for entry into the professional area. This necessitates some articulation between the program at the junior college and the requirements of the senior college. This articulation can only be accomplished on a highly individual basis by the trainee working closely with an effective counselor.

The educational program developed at the college for the New Careers program is a modification of the Public Services curriculum originally developed for semi-professional positions with public agencies. It was necessary to make certain modifications to provide for the half-time work experience carried by the New Careers trainees. Also, it was recognized that the first few months of the program would be extremely critical and that every kind of back-up service would be necessary to assist the trainee in making the necessary adjustment to the work environment. The core program consists of two semesters of the community development course, one semester of applied psychology and the work experience program.

The community development course as an applied urban sociology course, gives the trainee a better understanding of his local community and the area in which he lives. Through this increased understanding the trainees can better cope with their own problems as they develop an understanding of the structure, both formal and informal of their home community and its local government. The applied psychology course is taught by the supervising counselor for the New Careers program, a staff member of Contra Costa College. The course is, in essence, a group guidance course and the supervising counselor has a class limited to 10 to 15 students. This enables him to develop a personal relationship with the trainees and to provide them with a greater identification with the campus. The community development course is also a separate class for the two first semesters. This gives the instructor a smaller class and a better chance to work with the individual student making certain that his academic skills are brought up to the place where he can compete with the other college students. By the end of the first two semesters the students are fully integrated into the regular college program and there are no separate classes from that point on.

The supervising counselor is in a key role in the academic portion of the New Careers program. If he is able to relate effectively to the trainees, they will have a much improved chance of success. If he is not able to communicate with them and to assist them in developing a basic motivation, then their chances of success are materially reduced. The supervising counselor is also the work experience coordinator. The work experience program provides for the articulation of the work experience in the employing agency with the related academic subjects and the provision of academic credit in accordance with the District's work experience plan. In his role as work experience coordinator, the supervising counselor keeps the basic records of the student's work experience. He is also required to conduct an occupational relations seminar for a minimum of one hour a week. During the first semester this is combined with the applied psychology course. After the first semester when the student is no longer enrolled in applied psychology, a separate class of one hour per week is conducted. At that time the supervising counselor (who should be the same person that taught the applied psychology class to the student) will conduct discussions on problems which arise during the OJT portion of the students experience. The one hour discussion class also gives the instructor an opportunity to pull together any loose ends that may develop.

Public Administration

Another area of concentration within the public services is that of public administration. In the past, public employees in the mid-management category who wanted to upgrade themselves took the management and supervision courses designed for the private sector. However, private sector objectives and the regulatory conditions are different from those of public agencies. Fiscal policy and control, personnel practices as well as overall organization require separate treatment to be of maximum value to the student.

There has been considerable development by many community colleges in the field of public administration. At Contra Costa College, the public administration employeees were previously enrolled in the management and supervision courses. However, the college with the cooperation of the Institute for Local Self Government, is now working toward the development of specific courses in the Public Administration field to give the employee a program which will be relevant to the problems and needs of public employment, with particular relevance to local government.

Certificate Program

In the development of these programs the college started with the needs of those who are presently employed and who are interested in job upgrading. We recognize, however, that with the rapid expansion of the service field, many high school graduates are going to want to enroll in the courses immediately after completing their high school program. To give appropriate recognition to the high school graduate in the pre-employment program as well as to those students with full time jobs, it is necessary to have both an A. A. degree program and a certificate program. Accordingly, the college has a well developed program which provides for the certificate of achievement to be awarded upon the completion of what is, essentially, a major from the A. A. degree. The certificate program requires a minimum of 20 units in an approved occupational program. The student who elects to complete the requirements for the A. A. degree, will not only complete the major (required for the certificate program) but also those general education courses which give a broader background and greater depth to the understanding of the student, but which may not be feasible for the student to undertake. In the Public Service courses certificates are offered as well as the A. A. degree.

Conclusion

The Contra Costa model for the Public Services program is usable in other areas. Presently, the director of Health Science Division and the director of Occupational Education are cooperating in the development of such a program for the Health Sciences. The impetus for this development has come from staff members of the West Contra Costa and Contra Costa County Hospitals. The need for preparation and training of semi-professional staff in the health field is as great as it is in other areas of Public Services and the limitation and requirements are very much the same. Accordingly, the college is developing a core course which will be appropriate for a wide variety of semi-professional categories with supplemental specialization during the second year program.

A career in governmental service offers many attractions for young men and women. Some will find the opportunity which they have been seeking to serve and contribute to the welfare not only to the local community but also to the state and nation.

EXHIBIT A

Contra Costa College

Public Service Education

In recent years a strong interest has developed in sub-professional occupational preparation in a number of areas related to public services. This interest has a two-fold aspect:

1. There is a need to provide for more efficient utilization of our available manpower. Many positions are now being staffed by personnel who are under-trained (high school graduates), or over-trained (bachelor degree holders).

2. There is a need to provide for employment opportunities at varying levels of achievement. The American Association of Junior Colleges and the California State Department of Education have developed materials indicating a variety of these needs.

The broad spectrum of services desired, combined with limited financial resources, makes it imperative that a unique approach be utilized. It is impossible to develop separate programs for each of the areas desired. Contra Costa College has developed a cluster approach to the field of public service education in order to meet the limitations indicated. The cluster approach provides for both flexibility and economy. A core curriculum is required of all programs. Occupational specialization is provided by establishing major requirements (15-25 units) and major electives (with an indeterminate number of units to complete the major).

In the following material Part I is required of all programs and consists of 41 units. 25 units is in the general requirements for the A.A. or the A.S. degree. 16 units is in the core program. Part II consists of the major requirements and the major electives for each one of the 6 occupational specialties.

Part I

General Requirements

25 units

Section A - Health Education	2 units
Physical Education (Required of students under 21 years of age)	2 units
American Institutions	4 units
Section B - District Requirements - Approved Electives A minimum of 3 units from each of the following four fields: English Humanities Science Social Science	17 units

Core Program

16 units

Business 111 - Intermediate Typing (Typing of business letters, tabulations, rough drafts and manuscripts)	2 units
English 212 - Report Writing (Methods of collecting, organizing and interpreting data with emphasis on writing the final report)	2 units

A four-semester sequential program including:

1.	Community Development 120 - Community Structure and Institutions: The nature of the urban community, patterns of urban growth, and population composition, as shown in organizational structure (social, economic, political).	3 units
2.	Community Development 121 - Problems of the Urban Community: Social change in urban communities; the nature of social problems and alternative approaches to them, as seen in the analysis of selected community issues.	3 units
3.	Community Development 122 - Community Organization, Programs and Processes: Social processes and techniques in community organizations concerned with urban social development and change; inter-personal relations in community organizations.	3 units
4.	Community Development 123 - Community Development Work shop and Field Experience: On-the-job experience in a public service occupation, accompanied by seminar review and evaluation of problems in the public service fields.	3 units

Educational Aide (A.A. Degree Program)

Major Requirements		13 units
Educational 120 - Intro to Education	3 units	
Business 222 - Duplicating Machines	2 units	
P.E. 130 - First Aid	2 units	
Psych 130 - Applied Psychology of Personality	3 units	
Speech 112 - Practical Speech	3 units	
Major Electives		10 units
Anthro 130 - Social and Cultural Anthropology	3 units	
Art 150 - Creative Art	2 units	
Ed 110 - Intro to Tutoring	2 units	
Bio Sci 226 - Nature Study	3 units	
Graphics Arts 120,121 - Intro to Graphic Arts	4 units	
P.E. 191 - Elementary Games and Rhythms	2 units	
P.E. 193 - Social Recreation Leadership	2 units	

Environmental Control Technician (A.S. Degree Program)

Major Requirements		15 units
Chemistry 119 - Survey of General Chemistry	4 units	
Physics 150,151 - Applied Physics	8 units	
Math 152 - Applied Math (Trig)	3 units	
Major Electives		8 units
Water Tech 170 - Fundamentals of Water Plant Operation	3 units	
Water Tech 171 - Water Distribution Systems	3 units	
Water Tech 172 - Advanced Water Treatment Principles	3 units	
Sanitary Tech 160,161 - Biochemical Principles of Sewage Treatment	5 units	

Library Technician (A.A.Degree Program)

Major Requirements		9 units
Library Tech 120 - Intro to Library Science	2 units	
* Library Tech 121 - Technical Processes	3 units	
Library Tech 160 - Book Repair	2 units	
* Library Tech 220 - Public Services	2 units	

* To be developed

Major Electives		14 units
Phys Sci 110 - Intro to Phys Sci	3 units	
English 260,261 - American Literature	6 units	
English 265 - American Negro Literature	3 units	
English 270,271 - World Literature	6 units	
Bio Sci 110 - Intro to Bio Sci	3 units	
Business 109 - Intro to Business	3 units	
Data Processing 120 - Intro to Data Processing	3 units	
Library Tech 122 - Children's Literature	3 units	
Humanities 110,111 - General Course in Humanities	6 units	
Management 120 - Intro to Supervision	2 units	

Research Associate (A.A.Degree Program)

Major Requirements		8 units
Business 122 - Machine Calculations	3 units	
Business 210 - Advanced Typing	2 units	
Business 222 - Duplicating Machines	2 units	
English 212 - Report Writing	2 units	
Math 240 - Statistics	3 units	
Major Electives		11 units
Data Processing 120 - Intro to Data Processing	3 units	
Data Processing 121 - Programming	4 units	
Data Processing 140 - Management Systems & Procedures	3 units	
Econ 220,221 - Principles of Economics	6 units	
Business 109 - Intro to Business	3 units	

Social Service Aide (A.A. Degree Program)

Major Requirements		9 units
Bio Sci 116 - Human Biology	3 units	
Econ 110 - Consumer Problems of the Family	3 units	
Psych 125 - Family Relations	3 units	
Major Electives		12 units
Anthro 130 - Social and Cultural Anthropology	3 units	
Home Ec 115 - Practical Nutrition	3 units	
Math 102 - College Arithmetic	3 units	
Psych 126 - Child Study	3 units	
Psych 130 - Applied Psych of Personality	3 units	
Speech 112 - Basic Speech	3 units	

Urban Planning Technician (A.A. Degree Program)

Major Requirements		10 units
Engineering 119 - Elementary Engineering Drawing	2 units	
Engineering 120 - Descriptive Geometry	2 units	
Engineering 140 - Plane Surveying	3 units	
Math 152 - Applied Trigonometry	3 units	
Major Electives		13 units
Architecture 220,221 - Architectural Drafting	6 units	
Business 109 - Intro to Business	3 units	
Construction Tech 170 - Building Inspection	3 units	
Construction Tech 171 - Building Code Requirements	3 units	
Math 155 - Applied Calculus	3 units	
Real Estate 160 - Principles of Real Estate	3 units	
Real Estate 161 - Legal Aspects	3 units	
Real Estate 165 - Real Estate Economics	3 units	

CONTRA COSTA COLLEGE

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Manager
Pacific Gas & Electric Co.
1234 Nevin Ave.
Richmond, California

Jack Horton
Richmond Chamber of Commerce
416-11th Street
Richmond, California
234-3512

Don Hungerford
Safety Training Coordinator
East Bay Water (E.B.M.U.D.)
2130 Adeline Street
Oakland, California

Robert Felts
Superintendent of Mail
McVittie Annex
Richmond Post Office
11th & Nevin
Richmond, California

Louis Shepard
City Manager
City of San Pablo
City Hall
2021 Market Street
San Pablo, California

APPENDIX B

CONTRA COSTA COLLEGE

NEW CAREERS PROGRAM

Proposed Title: Associated Students Assistant Business Manager

Source of funds:

This person would be employed by, and paid by, Student Association from its own funds.

Job description:

The person in this position would be responsible to the Director of Student Activities and would perform the following duties:

1. The operation of all concessions e.g. vending machines, mobile lunch, etc.
2. The handling of tickets and making the physical arrangements for games and student activities.
3. The development and handling of tours for student and faculty travel.
4. The development of a student banking facility.

Entry qualifications for the Associated Student Assistant Business Manager:

A.A. degree in business administration
Bondable
21 yrs. of age (minimum age); 35 yrs. of age (maximum age)
Must have good background in supervision of young people.
Desirable to have course work in appropriate psychology and management and supervision courses.
Pleasing personality - able to get along with young people.

Qualifications of applicants for training:

18 yrs. of age (minimum age); 30 yrs. of age (maximum age)
Some previous experience in successful work with young people.
Some evidence of initiative and self discipline on a job.

Career Ladder

First year - Associated Student Assistant Business Manager Trainee I

$466 per month

The entering trainee (under close supervision of the Director of Student Activities) would be responsible for:

a. Handling of tickets and arrangements for games and student activities.

b. The supervision of concessions on campus.

c. The trainee would be taking approximately 2/3 of a normal student load.

Second year - Associated Students Assistant Business Manager Trainee II

$496 per month

The trainee during this period would work under less supervision, and in addition, would cooperate with the Director of Student Activities and the student council in the development of student travel tours. The trainee during this period of time would be in school approximately half time and working on the job half time.

Third year - Assistant Business Management Trainee III

$526 per month

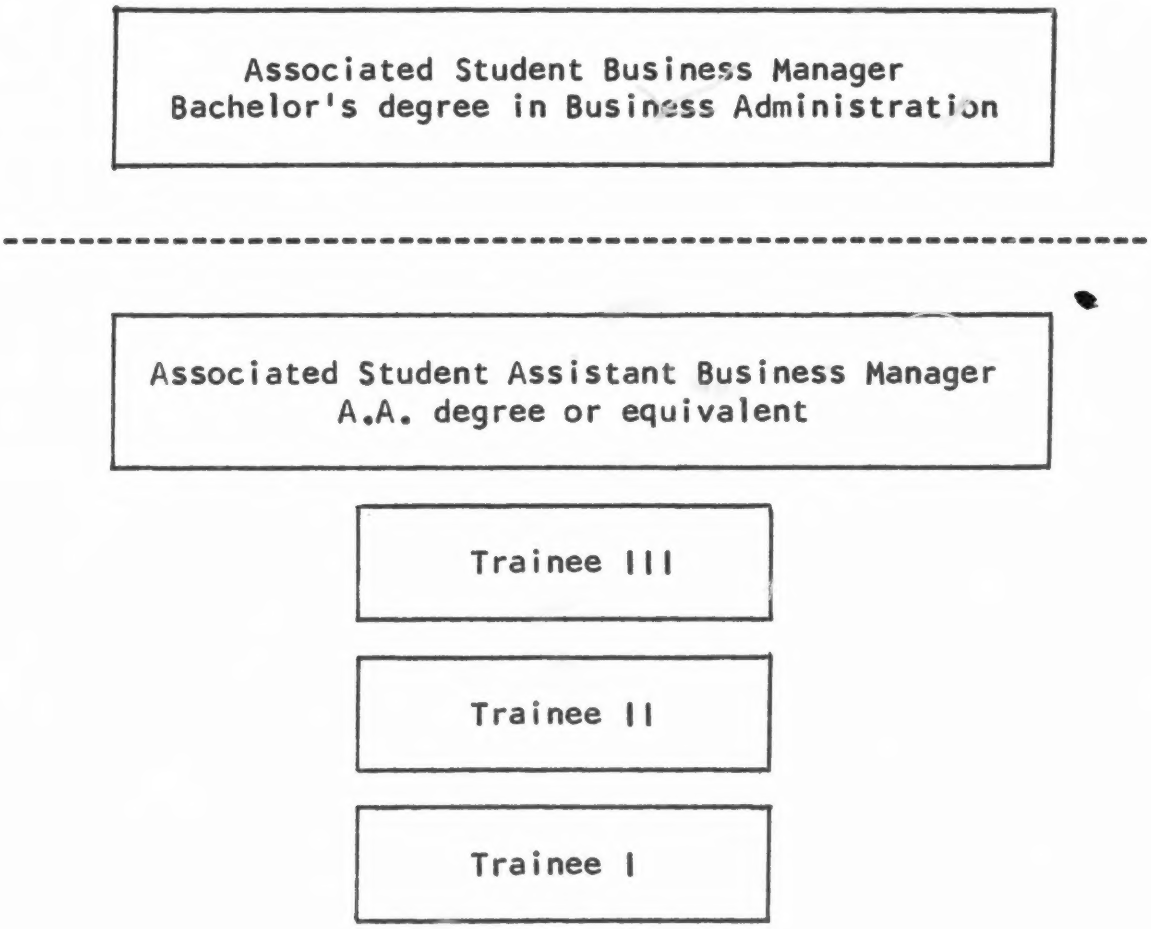
The trainee during this period of time would work under progressively less supervision and would work toward the establishment of the student banking and loan facility. During this year the trainee would be in school approximately one-third time and working two-thirds time.

Fourth year - Associated Student Assistant Business Manager

$556 per month

Salary range 36 (salary is comparable to the Bookstore Assistant Manager)

$556-$676 per month


Associated Student Business Manager
Bachelor's degree in Business Administration
Associated Student Assistant Business Manager
A.A. degree or equivalent
Trainee III
Trainee II
Trainee I

INSTITUTIONAL TRAINING

Proposed Title			units
Associated Students Assistant Business Manager	First year	English	3
		Psychology	3
		Community Development	6
		Typewriting	4
		New Careers Work Experience	6
		P.E.	1
			23
		O.J.T. 20 hrs	
	Second year	Introduction to Business	6
		Machine Calculation	3
		New Careers Work Experience	6
		Business Arithmetic	3
		Health Ed	2
		P.E.	1
			21
		O.J.T. 24 hrs.	
	Third year	Applied Accounting	3
		Natural Science Elective	3
		New Careers Work Experience	2
		Humanities Elective	3
		Small Business Management	3
		Electives	6
			20
		O.J.T. 30 hrs.	

CONTRA COSTA COLLEGE

NEW CAREERS CURRICULUM

Part 1

General Requirements		25 units
Section A - Health Education	2 units	
Physical Education (Required of students under 21 years of age)	2 units	
American Institutions	4 units	
Section B - District Requirements - Approved Electives A minimum of 3 units from each of the following four fields:	17 units	

English Humanities
Science Social Science

Core Program		25 units
1. Psychology - Aspects of Applied Psychology	3 units	

A study of applied psychology with special reference to motivation and adjustments, community relationships, the job, the family, and an introduction to the principles of mental health.

2. A two semester sequential program including:

(a) Community Development 120 - Community Structure and Institutions: The nature of the urban community, patterns of urban growth, and population composition, as shown in organizational structure (social, economic, political).	3 units
(b) Community Development 121 - Problems of the Urban Community: Social change in urban communities; the nature of social problems and alternative approaches to them, as seen in the analysis of selected community issues.	3 units

3. A work experience program

Work experience credit will be given for a maximum of 16 units for the three year program, including a one hour seminar weekly.	16 units

CONTRA COSTA COLLEGE

NEW CAREERS PROGRAM

Vocational Coaches

		Units
(State Requirements)	Health Ed	2
	American Institutions	4
	P.E.	2
(G.E. Requirements)	English	3
	Biological Science	3
	Humanities Elective	3
	Applied Psychology	3
	Intro. to Sociology	3
	Consumer Economics	3
(Major Requirements)	New Careers Applied Psychology	3
	Community Development	6
	New Careers Work Experience	16
(Major Electives)	Intro. to Business	3
	Practical Speech	3
	Typing	2
	Report Writing	2
	Community Development	3

THE NAME OF THE GAME IS URBAN COMMUNITY DEVELOPMENT

"A 'Community College' is not a 'State College' and still less is it a 'National University.' It is local and it is proud of it. Equally important, a Community College is inclusive rather than exclusive, seeking unity and solidarity rather than hierarchy and exclusion, serving the whole population, not a select minority."

... The Academic Revolution, Jencks and
Riesman, Doubleday, New York, 1968.

PASADENA CITY COLLEGE

Ruth Macfarlane

THE NAME OF THE GAME IS URBAN COMMUNITY DEVELOPMENT

Summary and Conclusion

Relating to her peace corps experience, the author makes the name of the public service curriculum game, "Urban Community Development," and, in a highly jargonistic article gives the name and number of all the players. With succinct vividness, Ruth Macfarlane tells the story of an educational institution struggling within itself and without itself in relation to the community to become more "relevant" to the urban crisis. There is a pragmatic appraisal of the kind of training which increasingly the community colleges are being called on to provide --- after finding that there were "literally hundreds of nonprofessionals out there on the job needing, even demanding, in-service education for credit." Many of the New Careers manpower program problems are dealt with from the intimate perspective of one college.

Old-pro, Ruth Macfarlane, concludes that four year colleges and universities are far behind the community colleges and have yet to enter what she calls the JET Age (Jobs now, then education, then training). Here, the author sees a role integral to the needed articulation and predicts that the community college "may find itself in a new, reverse role. Instead of its accustomed playing of second fiddle, it may start calling the tune," because it has the New Careerists who are moving up and out. The insistence and pressure of New Careers enrollees will undoubtedly telescope normal academic time-spans to accomodate the "time is now" philosophies of most of those enrolled.

Dr. Macfarlane's doctoral studies concentrated on Junior College Education and the following article indicates that she has lost none of her enthusiasm or drive. For the past three years, she has been Director, Education Professions Development Act, Pasadena City College.

The Name of the Game
is
URBAN COMMUNITY DEVELOPMENT

By Ruth Macfarlane

For three years Pasadena City College has been experimenting with a Community Development curriculum. Since the long hot summer of 1967 the name of the game has been Urban Community Development. By whatever name, it has been a happening.

This report documents that happening: why it started (The Rules of the Game); what really happened (Playing the Game); how New Careers has changed all that and where the JET age is taking us (Up Up and Away with New Careers).

By way of introduction three points need to be made.

1. The community development curriculum is only one, and certainly not the most significant of the College's many diverse responses to the revolutionary social forces with which it has had no choice but to become involved.

2. The community development curriculum is an oblique, admittedly over-simplified effort to cope with three interacting social phenomena at the same time: (a) the urban crisis; (b) growing shortages of professionals in increasingly overcredentialed and underaffective human services; (c) disenchanted, dissident students, adult as well as adolescent.

3. As a term, Community Development all but defies definition. By its very nature it is viable, never static, for it is a process always in a state of becoming. As a discipline, community development seeks to be the science of social change; it has not yet arrived. At most it is a half dozen or so disciplines searching for identity. As a process, community development

is concerned with but not hung up on "loss of community." Its approach is much more positive. It emphasizes that sense of community without which no developing nation or neighborhood, or, for that matter, no human organism can hope to reach the magic take-off point to self-sustaining growth.

Urban Community Development puts the spotlight on an area of exploding concern in the United States today, the inner city. The spotlight zeroes in on the human resources more often lost than found in the rapidly changing urban scene. Faced with chaos or community, many colleges and universities are settling on Urban Affairs as the name of the game.

The Rules of the Game

Pasadena City College learned the rules of the game from the Peace Corps. This happened quite fortuitously. A direct pipeline from Peace Corps to Pasadena City College was provided through a Ph.D. dissertation written by a faculty member in 1965. 1/ The Community College and the Peace Corps, concluded that if the international war on poverty had enshrined community development as the sine qua non of foreign assistance, the domestic war on poverty made it a grim necessity on the home front. It was inevitable in the fall of 1965 that the faculty member would recommend that a community development curriculum be included in the 1966-67 catalog. Watts, August 1965, gave a here-and-now meaning as well as tragic depth to the recommendation; otherwise it might have been dismissed as the understandable compulsion of a newly minted Ph.D.

That the name of the game turned out to be an elusive something called community development embarrassed Peace Corps not at all. By 1965 it had re-invented community development's three cardinal principles, brashly preempting them as its very own. Principle 1 - programs-developed-for people were out. Programs-developed-with-people were in. Principle 2 - the adviser/consultant, living high on the hog in American overseas compounds, on hardship pay yet, was out. The worker-with-people in. The Peace Corps Volunteer became that new kind of worker-with-people. He may not live in the grass shack of Peace Corps folklore but he does live with and at the same level as the people with whom he is working.

But something more was needed if the principle of self-help was to become a viable things and not the booby trap it had proved to be for fifteen years of post-war foreign aid programs. As a short-term, outside change agent the best any Peace Corp Volunteer (PCV) could hope to accomplish during his brief term of duty would be to provide a temporary infusion of initiative and inspiration, and, with a little bit of luck, perhaps some of that good old American know-how so near and dear to the hearts of Congressmen. Thus, we have Principle 3 - the PCV must work through an indigenous counterpart. Only in this way could he hope to get close enough to the grass roots to plant the seeds of continuity, and thus make self-help a reality.

Still in the process of reinventing is Principle 4 - the indigenous encourager, too, must phase himself out in favor of still another indigenous initiator. Whether indigenous or from the outside, the community developer is but a member of a relay team running a race against time. Community development, in other words, is a continuing, on-going process. It is non-terminal.

At the heart of Pasadena City College's proposed community development curriculum lay core courses which emphasized community experience. A core course was designed to net five units of credit, two for community experience and three for theory relevant to that experience. A minimum of four such core courses would be required for the A. A. degree in community development, one core course per semester. There wasn't anything too radically new about credit for community experience. For years Pasadena City College had had credit for work experience on the books. Nor was the application of the idea to the social sciences too far out. The faculty member recommending the new curriculum had long been an activist in integrating community experience into college transfer classes in sociology and in introduction to education. To grant credit for community experience on such a wholesale scale as was being called for in the new curriculum was another matter, however. Just when the curriculum machinery might have bogged down over this point, Peace Corps came to the rescue, again quite fortuitously. The faculty member recommending the curriculum was asked to come on board ULA's Peace Corps training program for the express purpose of incorporating community experience into their 1966 spring training projects. For years Peace Corps training had been in the direction of using community experience to condition and tool volunteers for community involvement, but it was still more theory than fact. The dissertation's model which was predicated upon the utilization of community experience in the training process was ahead of actual Peace Corps practice. It projected the inevitable. That the inevitable should happen in UCLA's heretofore very academic training program was the clincher for the College. That did it. The faculty member was given a semester's leave on the grounds that the assignment would prove to be a dry run for a new community development curriculum. That it was, but that is another story.

So much for the rules of the game. It's time now to settle down to playing it. Besides, it's more fun to learn by doing, or so they say.

Playing the Game

The community development curriculum was formalized by its inclusion in the 1966-67 catalog. Three new courses gave it sum and substance:

(1) Sociology 226, Community Development Field Work, 2 units per semester, maximum 8 units; (2) Sociology 126, Principles of Community Development; and (3) Sociology 128, Urban Social Problems.

The community development curriculum was originally designed to provide two years of sequential preservice education, leading to the A. A. degree and to employment in the human services at the semi-professional level. That was the intent and that is the way it started out in the fall semester, 1966 with the scheduling of one section of Sociology 226. However, the first real core class, Sociology 126/226, was scheduled for spring semester, 1967. Over sixty students enrolled in the two sections which were offered. Two distinct categories of students, with different educational goals, emerged. In the minority were regularly enrolled students engaged in the traditional pattern of preservice education. They were more of the same who sampled the curriculum the previous semester. In the majority were adults employed in community agencies as "nonprofessionals."

A happening occurred overnight. Pasadena City College found itself in the unanticipated business of providing in-service education for credit for nonprofessionals/New Careerists. Instead of training in the traditional way for work in anti-poverty and other human service agencies, the College began to upgrade nonprofessionals already on the job in the Neighborhood Adult Participation Program (NAPP), in Head Start and in the Westside Study Center, a bootstrap operation in Pasadena. These nonprofessionals were residents of the target areas being served by the agencies. They were the indigenous poor. The inner city and the College had joined forces and through a credit class at that! Instead of giving credit for community experiences developed on a volunteer basis, credit was being given for on-going jobs in community agencies. Everything in the educational process seemed upside down and was.

That first core class proved to be in-service education for the College as well as for the students. It's not even a close bet as to who learned more; the College did. The first thing the College learned was that there were literally hundreds of nonprofessionals out there on the job, needing, even demanding in-service education for credit. The second thing, learned the hard way, was that the College still had to go to the boondocks and actively recruit these students. It wasn't enough to offer the course and wait for students to come. The College had to take the time required to find students: "It is elementary in community development that an encourager casts off his professional manner (if he has one) and searches for people in their isolation."

The College soon found out that the search was not easy. Fervently expressed cooperation by top level agency personnel inevitably broke down in practice, and still does. The search for people in their isolation meant cutting through already ossified hierarchies of the new instant bureaucracies running anti-poverty programs. It even meant defying their training manuals which required agency staff to go to the mountain to get colleges to develop special classes but forgot to suggest how to cope with a college that had a course on the books that could be anything the agency needed it to be. There's many a slip, in other words, between scheduling a class and filling it.

Other lessons were even more uncomfortable; they involved the College's own bureaucracy. The College soon discovered that if it was going to cater to the needs of the disadvantaged, admission procedures would have to be softened, or tempered to "screen in" rather than "screen out" students. The College would have to cease making it simpler to "stay stupid," to quote one of the students caught up in early requirements for transcripts and what to her were other irrelevant trivia. The College arranged special admission/ programming sessions, making it possible for the student to comply with necessary paper work in only one short trip to the campus. Most nonprofessionals are now admitted on a temporary basis, thus eliminating a lot of red tape. The transcript hassle, and it is a hassle because to the poor a transcript may be one more meaningless test, has been resolved. No transcripts are now required of a nonprofessional until he is ready to declare his more or less immediate candidacy for the A. A. degree.

Fortunately, counseling was never the problem it might have been. A wise and thoughtful counselor was on the job to run interference. He has never suggested by look or deed that a New Careerist's educational aspirations are in any way unreasonable even when functional illiteracy is evident.

Sociology 126/226 was rescheduled during the summer and again in the fall, 1967. Serendipitously, it was an excellent toe-in-the-door course for New Careerists. The College was learning another lesson. Many nonprofessionals are years removed from their last brush with formal education and are still disenchanted with what they remember about it. Their "reentry problem" was fraught with culture shock. Sociology 126/226 was a fairly comfortable point of reentry. For one thing the content is pertinent. A course on principles of community development has no choice but to focus on the new kind of worker-with-people needed in the human services. New Careerists are these new workers-with-people; they are on the job at the grass roots level. They are indigenous encouragers. Sociology 126, then, can and does take them where they are. No pretesting, no transcripts, no educational screening out. In fact, the students have a built-in advantage in this course. By being on the job, the student knows as much, usually more, than the instructor. This puts him one up on the instructor. The students frequently teach the teacher.

Students also teach each other. Adding Sociology 226 to the package enriches it. By giving the student some credit for work in his job, the College is saying to the New Careerist, "Your job is important." This is a pretty good start in developing a positive self-image. Even more important, perhaps, giving credit for community experience forces the instructor into the community, thus completing the re-education begun by the New Careerists being present in the class. If the College had known in advance that it was going in for in-service education of nonprofessionals, and had academically planned it for years, it couldn't have come up with a better mousetrap.

Even a good mousetrap can be improved upon, and should be. By not looking, functional illiteracy and other handicaps are not going to go away. While basic skills are no doubt enhanced in the core course, more supportive services are needed. One-to-one tutoring is desirable for some students. Teacher aides are needed, at least one for every five or six students, to work in small group seminars during class time. So much needs to be undone during the three hours the nonprofessional is on the campus in the core class.

During the fall semester, 1967 nonprofessionals began to ask a $64.00 question: So this is Step One, what about Step Two? The only other social science course on the books that was truly relevant to the on-going job needs of the nonprofessional seemed to be Sociology 128, "Urban Social Problems." The nonprofessionals went along with it; as a result a second core course was developed for spring, 1968. In the meantime another lesson was being learned. The needs of nonprofessionals could not be met adequately through regularly scheduled day classes meeting two or three times a week. Released time from their agencies was not easy to get. Accordingly, for spring, 1968, core classes were rescheduled in three hour blocks, meeting only one afternoon a week. For this reason probably as much as any other, the program mushroomed. Instead of forty to forty-five nonprofessionals signing in, some 150 registered for spring classes. As a result, four core classes were finally on the books, all much over-enrolled. There were three sections of Sociology 126/226 (Step One), and the one new section of Sociology 128/226 (Step Two). Three sections were offered during the day, the fourth at night.

Classes were no more than started in February, 1968 than students in Step Two began to discuss Step Three for the following semester. The 1968-69 catalog would afford several interesting combinations for a third core course, it was pointed out to them. The Recreation Leadership Curriculum, along with required new courses, had been approved, and several new social science courses anticipated the development of social worker assistant and teacher assistant curricula. A third step could be developed around either of these three specialities. After long discussions among themselves, the students decided they were not ready to specialize. First, they said, they needed to know more about themselves. As a result, for this particular group of nonprofessionals, a third step was developed around a long established course, Psychology 117, Vocational and Educational Planning. A psychology instructor was drafted who was willing to throw away the book including the usual testing devices. In other words, he would innovate, really innovate. By this time, also, a teacher load formula had evolved for Sociology 226. As the instructor of a core class, Psychology 117/Sociology 226, he would be given released time to follow the students into the community. He, or at least his theory, would in turn be innovated. And that is as it should be. Core courses serve to retool the faculty teaching them.

Step One students were also looking to a Step Two. Two sections of Sociology 126/226 selected Sociology 128/226 as their Step Two. The third section, however, would have none of it. The majority of students in this section were CEPs (Concentrated Employment Program, co-sponsored by the State Department of Employment, East Los Angeles). They decided they preferred Sociology 125, Community Agencies, a new course. It was so ordered.

The fall, 1968 schedule finally consisted of seven sections of four different core classes. There were three sections of Sociology 126/226 (Step One); two sections of Sociology 128/226 (Step Two); one section of Sociology 125/226 (another Step Two); and one section of Psychology 117/ Sociology 226 (Step Three). Five sections were scheduled during the afternoon, two at night.

The East Los Angeles CEPs taught the College another lesson, that there is much to be said for getting the disadvantaged to the college campus, one way or another. During their Step One, the CEPs passed both the written and oral civil service examinations for "Employment Community Worker," and were reassigned as regular employees of the State Department of Employment, with sizeable increases in salary. The students claimed it was "College" that got them through the ordeal. Coming to college, being accepted by the college, had developed self-pride to the point that they were able to cope.

Although fraught with problems, during 1967-68, a teacher load formula had evolved. During a year's contract assignment, the instructor of community development core classes would have one half his load allotted to coordination of field work of no more than two contingents of students per semester, or a maximum of forty to sixty students depending on the size of the related theory classes. One semester the instructor would teach two sections of a core class and the other semester he would be expected, in addition, to teach a course with no field work prerequisite. Over the year, then, he would teach 15 hours of theory (five sections), but supervise field work for students enrolled in only four of the five theory classes. This formula is based on the precedent long established in distributive education. It is still a very heavy load if effective coordination is achieved, to include not only recruitment of students and their evaluation on the job but the emerging retooling needs of agency supervisors. Something is going to have to give.

Limited VEA funding, 1968-69, is helping to defray the cost of released time needed for coordination of field work, which receives no average daily attendance reimbursement from the state. VEA funding also encouraged the College to release the curriculum's "godmother" from teaching during 1968-69, to give her the opportunity to do what seemed to be needed, i.e., make like a full-time Urban Community Development Specialist. Two new instructors were duly appointed for 1968-69; also there was the part-time assignment of the psychology instructor for Step Three the first semester.

In summary, the statistics in the table on the following page show the in-service education trends over the past two years.

IN-SERVICE EDUCATION - URBAN COMMUNITY DEVELOPMENT CLASSES
Pasadena City College - 1967 and 1968

Date and Agency	Number of Students		
	Nonprof.	Prof.	Total
TOTAL, December, 1968	411	21	432
Spring semester, 1967	33	4	37
Neighborhood Adult Participation Program	16	-	16
Head Start	10	1	11
Westside Study Center, Pasadena	6	-	6
Other	1	3	4
Summer, 1967	43	2	45
Neighborhood Adult Participation Program	32	-	32
Head Start	10	-	10
Westside Study Center	1	-	1
Other (Teacher, Pasadena Schools, Deputy Sheriff)	-	2	2
Fall semester, 1967	48	1	49
Head Start	44	-	44
Health Department (County)	2	-	2
Neighborhood Adult Participation Program	2	-	2
Other (Teacher, Pasadena City College)	-	1	1
Spring semester, 1968	142	12	154
Head Start	114	11	125
Concentrated Employment Program (East Los Angeles)	26	1	27
Neighborhood Adult Participation Program	1	-	1
Urban League	1	-	1
Fall semester, 1968	145	2	147
Head Start	90	1	91
Follow Through	2	-	2
Concentrated Employment Program	24	-	24
East Los Angeles Service Center	13	-	13
Neighborhood Adult Participation Program	2	-	2
Pasadena Commission on Human Need & Opportunity	2	-	2
Neighborhood Legal Aid Services	1	1	2
Other	11	-	11

The spring, 1969 schedule is as follows: six core classes, with four in the afternoon and two at night. There are two sections of Sociology 126/226, and one section each of Sociology 128/226, Sociology 125/226, Political Science 131/Sociology 226, and Sociology 31/226. The last two are being offered for the first time. Political Science 131, Urban Political

Problems, has a double advantage for the students. It represents Step Three for those now enrolled in Sociology 125/226 (the CEPs), and, in addition, it may count as part of the state requirement in American Institutions. Sociology 31 is so new it has yet to go into the catalog. It is entitled, "Sociology of the Mexican American." It was first recommended last spring by Spanish surname nonprofessionals in community development core classes. They felt their Anglo supervisors should have such a course, but they admitted they too needed the class. It is anticipated that this class will attract a high proportion of professionals. This brings up another lesson that the College has been learning. Core classes have been attracting a sprinkling of professionals, in most cases the bewildered supervisors of the nonprofessionals. There is a need here that evidently is not being met by the four year colleges or the University, the logical segments of higher education to provide in-service education to B. A. generalists or to M. A. specialists. The College is discovering that there is something to be said for mixing professionals and nonprofessionals in a learning situation that involves them both. Professionals have a lot to learn from nonprofessionals, with whom they are struggling to communicate on the job. Until they can communicate, they are at a loss in their well intentioned, but frequently frustrated efforts to utilize and train nonprofessionals effectively.

The 1969-70 catalog will incorporate several new community development or related courses, and as a result it is able to come up with a much revised, updated curriculum for Urban Community Development Assistants, as well as new curricula for Teacher Assistants and for Social Worker Assistants. The new catalog brings up to eleven the community development or related courses adopted over the past three years.

With the most recent ones starred, they are as follows:

Course		Units
Sociology 226	Urban Community Development Field Work	2 or maximum of 8
Education 130	Introduction to Educational Assisting	3
Political Science 131	Urban Political Problems	3
*Psychology 127	Group Process	3
*Sociology 29	Sociology of the Afro American	3
*Sociology 31	Sociology of the Mexican American	3
Sociology 125	Community Agencies	3
Sociology 126	Principles of Community Development	3
*Sociology 127	New Careers (changing roles of professionals; emerging roles of nonprofessionals)	3
Sociology 128	Urban Social Problems	3
*Sociology 130	Introduction to Social Work Assisting	3

While the trend definitely seems to be toward specialized curricula, there also seems to be a common core of human service courses emerging. In the three urban community development curricula in the 1968-69 catalog there are three core courses which could be said to be common to all: Sociology 126/226 (Principles of Community Development; Field Work); Sociology 125/226 (Community Agencies; Field Work); and Sociology 127/226 (New Careers; Field Work). The fourth core course required for a certificate in each curriculum is more clearly identified with the specialized area, e.g., Education 130, Introduction to Educational Assisting.

Agency and community representatives play an important part in building community development curricula, but not always as members of the typical formal advisory committees which are prerequisite to occupational curricula. The original community development curriculum, for example, did not grow out of deliberations of a formal advisory committee. The groundwork had been laid during the previous year when many community agency contacts were made in connection with the mothering dissertation. These contacts were amplified during the author's pressure-cooked six months with the

UCLA/Peace Corps Training Program.

In September, 1966 the first meeting of a comprehensive planning committee of community/agency representatives was convened to consider the possibilities of the new community development curriculum and to suggest changes for the 1967-68 catalog. The established agencies represented were only beginning to see the nonprofessional looming on the horizon, but they did opine that a two-year, A. A. degree curriculum was a sensible idea if for no other reason than that it might be an effective recruiting device. Perhaps it would lure students toward those human services beginning to feel the pinch of manpower shortages. These agencies also endorsed the field work concept and offered to cooperate in developing field work opportunities with adequate supervision. Soft-money agencies had not yet heard of career ladders or hadn't cottened to what their guidelines were trying to tell them. Representatives present did express the need for some of their staff to gain those organizational and human relations concepts so essential if community action goals were to be achieved. They suggested sensitivity training. They also seconded the College's offer to schedule two sections of the first core class (Sociology 126/226) to be given spring semester, one during the day and the other at night, better to meet the needs of their staff members. They gave no inkling of what lay in store for the College. They had no idea, themselves, really. The College learned by doing, which put the College several steps ahead of the soft-money agencies employing the nonprofessionals. Two more meetings of this planning group were convened during 1967, one in January, the other in June. By the latter date soft-money agencies were beginning to recognize the trend toward in-service education for credit for their nonprofessionals. Some were even beginning to give necessary released time for attending credit classes.

It was possible to telescope Sociology 126/226 into a six weeks summer session, 1967 only because agencies were willing to give more than ten hours of released time per week. The Social Worker Assistant curriculum was developed in two planning meetings convened by the College during 1968, one in June, the other in November. This curriculum also incorporated the thinking of several statewide conferences called during 1967-68 by the Bureau of Vocational Technical Education, State Department of Education, as well as the thinking of a study made by the national Council on Social Work Education. The Teacher Assistant curriculum has not had the advantage of actual committee dialog but it has been discussed at length if not in depth with individual members of a proposed planning group. It incorporates, as well, many of the ideas set forth during the Year of the Non-Conference on the Teacher and his Staff, 1967-68, sponsored by NEA's National Commission on Teacher Education and Professional Standards.

All three curricula (Urban Community Development Assistants, Teacher Assistants, and Social Worker Assistants) are subject to change as they go into action. The nonprofessionals who will be coming into the core classes, as well as any preservice students attracted to them, can be depended upon to have suggestions as cogent as any professionals. Nonprofessionals will be represented on formal advisory committees as they are inevitably appointed.

The Teacher Assistant curriculum promises to be field-tested when a recently approved and about to be funded EPDA project gets under way. 2/ The proposal calls for the training of two contingents of bilingual aides/ assistants for employment in inner city schools in Los Angeles County. For one contingent the first language is Spanish; for the second contingent the first language is ghetto nitty-gritty. Trainees are to be recruited from among nonprofessionals now enrolled in urban community development core classes. Retooling of supervising teachers and staff is an integral part of the proposal.

1969 promises other developments as well. In addition to activating existing curricula, other specialized public service curricula will be explored, e.g., in urban affairs, government, public health, police and corrections.

In the meantime, the College has not forgotten the original objective of the community development curriculum; one designed for the regularly enrolled full-time student. But, it must be confessed, it has failed to capture his interest. This is disappointing. The curriculum seems made to order to give students just what they say they are agitating for these days, - relevance, involvement and commitment. An average of only twenty or so regularly enrolled students per semester are signing into the core classes or into Sociology 226 with co-enrollment in other approved theory classes. However, the full-time preservice students tend to be samplers of the new curriculum; not majors in it.

There are several reasons for the preservice student's evident lack of interest. First, he really doesn't know about the program. No all out recruitment campaign has been undertaken. Such a campaign involves much more than typical billboard poster publicity. Primarily it involves education of counselors. But counselors cannot do the whole job. They run into serious roadblocks or mindsets. One is the fact that it is only recently that the human services have begun to compete seriously in the market place, and, in turn still fewer agencies are ready to receive the middle-level technician. Until the public services themselves get organized, the counselor is stymied. This particular educational campaign to recruit students needs to start back in junior high school.

Another roadblock/mindset concerns the status, or lack of status, of the proposed curricula. If and when the regular college student does wise up to the existence of the curriculum he tends to shy away because of its occupational/terminal image. The average college student is B. A. oriented even if restless over its increasingly generalist character. The opportunity for employment at the end of two years has definite appeal, as does the semi-professional, community based training, but after two years, what then? Is the A. A. degree the be-all and the end-all? Why can't the core courses, and other related courses, be transferable, he asks. He has a point. In the meantime he loads himself down with transferable general education, becomes disenchanted as well as bored, and drops out to seek commitment elsewhere.

The minority student suffers a double hangup because of the same occupational/terminal image. He's not about to be programmed into anything less than a college transfer course. At times he seems adamant in inverse, or perverse, ratio to his test scores; the lower they are the more he seems to insist on college transfer credit for whatever he takes. All of this is quite understandable in view of the minority syndrome which overwhelms him. He's already wasted too much time as it is. Moreover, human service careers smack of the "preach and teach" categories to which he has been too long relegated by virtue of his minority status.

As the community development curriculum begins to branch out into specialized areas (social work, teaching, public health, etc.), it is anticipated that more and more preservice students will be attracted. The new Recreation Leadership curriculum is a good case in point. It got under way during the fall semester, 1968, with thirty-five or so preservice students enrolled in the core course, Physical Education Theory 6/Sociology 226. So far this program is not attracting inservice students, but with the spring semester offering of an extended day section of the core course, the PE Department will no doubt find itself repeating the Social Science Department's experience these past two years. In addition, a related occupational education curriculum in Nursery School Education has been attracting some forty students each semester over the past two years. Starting out as dominantly preservice, more and more inservice students are now enrolling, especially in the night sections of core classes. The Library Technician curriculum, in the meantime, is also enrolling a significant group of majors, all preservice. At the same time that these programs are attracting many preservice students, others are being turned off because of the occupational/terminal image.

Up Up and Away with New Careers

Now it turns out that the name of the happening is New Careers, and has been all along.

As a term, New Careers owes its popularity to Arthur Pearl's and Frank Riessman's seminal work, New Careers for the Poor, published in 1965. In the few short years which have elapsed since then many things have occurred to establish the idea of New Careers.

For one thing, there have been many and sundry anti-poverty programs. Designed to provide for maximum feasible participation of the poor, career development of the emerging nonprofessional soon became their over-riding purpose. To this end various amendments to original enabling acts have been mandating pilot programs in New Careers. These have served to test out the validity of the basic New Careers concept, career development, with career ladders, as well as its basic strategy: Jobs first, Education and Training later. JET has become the major thrust on all fronts in the domestic war on poverty, from compensatory education to jobs-in-the-business-sector. (JOBS).

There has been a second development. One human service professional after another has responded to manpower shortages by endorsing differentiated staffing. Frequently this has been followed by importuning community colleges to come up with needed two-year, A. A. degree curricula leading to employment at the semi-professional level. 3/ Many associations, however, still need to come to terms with the concept of career development. They fail to realize, perhaps prefer not to realize that staffing is but the prelude, at most a necessary first step, and that career development, with built in career ladders, cannot be far behind. That New Careers is really the name of the game is coming hard to the professions.

Since 1965, New Careers has assumed the proportions of a cult. Its three high priests tend to be going their separate ways, each doing his own thing. Dr. Arthur Pearl, University of Oregon, expounds the gospel in whirling dervish appearances before startled, discomfited, yet delighted audiences. Professionals pay him huge sums to come down from the mountain to castigate them. Education is a mess, he tells us bluntly, and we applaud. 4/ Dr. Frank Riessman spreads the word through a trenchant, timely Newsletter, issued by the New Careers Development Center, New York University. 5/ His new book, Up from Poverty, is the most up to date polemic on New Careers at this time. 6/ Dr. Riessman is also an activist. He spearheaded the organization of a national Council on New Careers in Detroit last June, 1968, and his Center co-sponsored a significant conference on New Careers in education in the early part of 1969. Dr. Jacob Fishman, in the meantime, through his Youth Institute at Howard University and the University Research Corporation which he directs, adds immeasurably to New Careers literature. It is probably safe to say that he has had more New Careers pilot projects funded than any single individual. Under a recent contract with the U. S. Department of Labor, URC has been issuing much needed manuals for trainers and trainees alike. 7/

While everybody and his cousin has been talking about New Careers, a few community colleges like Pasadena City College have been doing something about it, usually without knowing it. Right from the start it has been impossible to tell where community development at Pasadena City College leaves off and New Careers begins.

Pasadena City College's experience has revealed where and what the action is in New Careers. For one thing PCC has found that mandate and overriding purpose are no substitutes for a soft-money agency's will and ability to implement. Time and again the College has found itself in the somewhat embarrassing position of reading back to these agencies their very own guidelines and directives on New Careers, e.g., authorizations for released time for credit classes or for expenditure of agency funds for books or transportation. More telling even, few soft-money agencies have followed directives to build career ladders into their own structures. At the same time these agencies may be demanding that hard-money agencies do just that as a necessary prerequisite to sponsoring a New Careers project. A recent directive from Head Start/Washington, D. C., attempts to close this communications gap within that agency. In so many words delegate agencies are being told to incorporate career development into forthcoming proposals, else no funding. 8/

Hard-money agencies have their problems too. Pasadena City College has found that association endorsements notwithstanding, the utilization and training of nonprofessionals are not easy assignments at the operating level.

Just to utilize a nonprofessional is enough to the professional, but to have to train him at the same time, and for a career position yet, is enough to make a professional start climbing the walls. The professional has to resolve two problems before he can get on with the proper business of utilization and training. First he tends to react strongly and negatively to any evidence that the nonprofessional is getting through to the target group in a way the professional could never hope to. He makes like an arrogant professional. This stage lasts until he has had the opportunity, inadvertently as a rule, to work with nonprofessionals over a period of time.

The second hurdle comes when the professional succumbs to romanticism about the nonprofessional's unique qualifications for working with the target group, his much touted "empathy." While in this state of romantic myopia, the professional is apt to abdicate his own responsibilities, unloading them onto the back of the untrained, and hence defenceless nonprofessional. As a result, the nonprofessional may fail completely at the job he's been assigned to, or barring that, he may become what isn't needed, the arrogant nonprofessional.

Pasadena City College's recent experience may help clarify the community college's many roles in New Careers. The most obvious one, of course, is to provide requisite inservice education for credit. This job belongs to the community college. But what kind of inservice education should be provided? The first tendency of the educational establishment is to become unwarrantedly logical at this point. The poor are unemployed or underemployed because of lack of education; ergo, what the poor need is education. This education is defined as basic or remedial to start with, and then, and only then is it defined as general education. Too frequently, it is only then that it is defined as skill training. Such has been the pattern of too many compensatory education and job training programs. They have begun and they end with just more of the same kind of education that forced the poor out of the schools in the first place.

The College's experience in community development core classes indicates that it is possible to reverse the sequence by taking the New Careerist where he is and starting from there. Offer him, first, a new, job-related course for credit, without making him back-track through basic of remedial education no matter how much he needs it according to middle class standards. And forget general education for the time being. That can come later. Forcing it on him at this point, no matter how imaginatively taught, may well select him out before he is hooked on further education. He can best be hooked by providing him with a successful college experience that is both relevant and meaningful.

How is nirvana achieved? Any course focused on the urban crisis or on black and brown studies can't help but provide some relevance. But content in and of itself is not necessarily meaningful even if relevant. If theory courses are to be reality based and have meaning there must be linkages with the community and with the New Careerist's redefined and emerging role in that community. One such link is the New Careerist's job. Credit-for-community-experience ("the job") is postulated as the well known missing link. By giving credit for community experience several things happen. Of necessity the College has to do something about coordinating such experience; credit without coordination is unthinkable, if not illegal. In turn, coordination means assignment of adequate faculty time. If the instructor/coordinator is the teacher of the related theory course so much the better; everybody benefits. The student benefits, for the instructor sees him at work in the community and no longer has any excuse for not relating the theory to the student's job. Something else happens, which is even more important. The instructor/coordinator has to leave his ivory tower and go into the community, where the action is. So he benefits and as a result, so does the College. As for the agency, it benefits as well. If the instructor/coordinator does his job effectively, he can't help but be of assistance to the agency. As pointed out previously, both soft-money and hard-money agencies need help, lots of it, although some may not be at the stage of asking for it. Without help soft-money agencies will never be the ports of entry they should be into the labor market. Without help hard-money agencies will never be able to absorb nonprofessionals as New Careerists. In between lie the civil service regulations --- federal, state, county or municipal or school districts. They need help in rewriting job specifications which incorporate career ladders.

And so another major role of the community college comes to light. The college has an obligation to the agency, and over and beyond the agency to the total community. It is the "over and beyond" that challenges the community college today. In effect the instructor/coordinator is an incipient Urban Agent. For a hundred years or more we have had Agricultural Extension programs functioning through County Agents. Two decades of galloping urbanization create the need for Urban Extension. Not only are metropolitan centers affected but small towns "basking in rural reflections." 9/ Of the three segments of higher education the community college is the one most profoundly affected. The research and teaching functions of universities and four-year colleges must be tapped, of course, better to understand and if possible to control the urban environment, but the community college is the segment that is geared for action.

Meeting the inservice education needs of New Careerists will pull the community college into urban extension if nothing else does. In its agency contacts the college can't help but be involved in job redesign, that essential first step in career development. In so doing the community college will facilitate the process of utilization of manpower on the part of cities. In effect this will tend to locate in the community college the kind of expertise that will be able to focus upon urban manpower problems, be they utilization, recruitment, training or upgrading. 10/ Helping to solve manpower problems will, in turn, improve the delivery of public services, enhancing the sense of community of each and every one of us.

To do its job the community college must work in concert with the other two segments of higher education. When it comes to articulation the community college may find itself in a new, reverse role. Instead of its accustomed playing of second fiddle it may start calling the tune. New Careerists at Pasadena City College are nearing the completion of Certificate requriements (four core courses) and are anticipating the A. A. degree. They are perturbed by what the fine print in university and college catalogs tell them. It is all well and good to preach the New Careers gospel of becoming credentialed while you work, but under the present ground rules, inadequate articulation stops the process cold at the A. A. degree. Core courses and new related courses are not transferable except on a too limited elective basis. There are few if any equivalencies in the lower divisions of state colleges or the University; hence no transfer credit. To add insult to injury, when the student does reach upper division status he may be required to repeat the content of many of these courses.

In short, four year colleges and universities have yet to enter the new JET age, which opens an alternate route into our credential society aimed at those now locked out. With jobs coming first in the new scheme of things, traditional ways of doing things are being turned upside down. Courses relevant to the human service jobs held by New Careerists cannot be postponed until the New Careerist has achieved junior, senior or graduate standing. He's on the job; he needs his professional training now, at the lower division level. JET promises equally revolutionary changes in pre-service education. It may well be just what badgered colleges and universities are looking for, a milieu in which alienated students can achieve relevance and a greater sense of community.

In the meantime one community college after another has been rising to the occasion. Many new, excitingly different upended courses are realities. The time for articulation has come. New Careerists are restless and demanding. On November 18, 1968, a planning meeting on the Social Worker Assistant curriculum, held at Pasadena City College, provided a confrontation between New Careerists and representatives of transfer institutions. New Careerists were eloquent in articulating their educational aspiration. Representatives of transfer institutions were sympathetic but they pointed out realistically,if somewhat sadly, that social change comes slowly to long established agencies. They made a plea for more time. But for the New Careerist, and the alienated adolescent, the time is now.

Conclusion

The question is still with us, what is the name of the game? The writer settles for Urban Community Development even though there is full agreement with Dr. Frank Riessman on two points: New Careers is no longer just a poverty program, and it does promise to be an effective instrument of social change across the whole spectrum of American life. But New Careers is a technique, a means to an end; it is not an end in itself.

The end in view is exactly what is encompassed by the rubric "Urban Community Development," i.e., the development of the urban community in which 90% of us are going to have to learn to survive. There is an ambience about "urban community development." The key word is community. Emphasis is upon that sense of community without which no one can hope to reach the magic take-off point to self-sustaining growth, be he affluent or poor, be he white, black or brown. As the martyred Dr. Martin Luther King, Jr. warned us, the alternative to community is chaos.

NOTES

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2. Ruth Macfarlane, Project Upbeat, a New Careers Project, an initial proposal for an Educational Personnel Development Grant under the Education Professions Development Act of 1967. (Pasadena City College, May 31, 1968)

3. For example, see the following:

   Municipal Post-entry Training Needs and Resources in California, League of California Cities, Berkeley, California, December, 1966.

   Junior and Community College Curricula in Community Services and Public Affairs, policy statement adopted April, 1967 by American Society of Planning Officials.

   National Education Association, National Commission on Teacher Education and Professional Standards (1201 - 16th Street, N. W., Washington, D. C. 20036), various publications resulting from the Year of the Non-Conference on the Teacher and his Staff, 1967-68.

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   New Careers, a Manpower Strategy for Local Government, (brochure) Institute for Local Self Government, Claremont Hotel Building, Berkeley, California 94705.

4. Arthur Pearl, "New Careers in Education," fall conference, California Junior College Association, Anaheim, October 30, 1968.

5. New Careers Development Center, New York University, Room 238, East Building, Washington Square, New York, New York 10003.

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7. New Careers Development Program, University Research Corporation, 1424 - 16th Street, N. W., Washington, D. C. 20036.

8. Office of Economic Opportunity, Career Development, prepared by Head Start, November, 1968. (OEO Guidance 692-1, draft; Washington, D. C.)

9. Urban Extension, a Report on Experimental Programs assisted by the Ford Foundation, Ford Foundation, October, 1966.

10. Urban Government Manpower and the American Junior College, conference held October, 1967, sponsored by the Sears-Roebuck Foundation and the American Association of Junior Colleges (AAJC, 1717 Massachusetts Avenue, Washington, D. C. 20036)

NEW CAREERS : AN INSTRUMENT FOR CHANGE IN THE COMMUNITY COLLEGES

"Despite good intentions, high-sounding goals and precisely chosen wording, California's 1960 Master Plan for Higher Education has failed notably to insure good statewide educational planning."

...1969 Report to the California
Legislature, Office of the
Legislative Analyst, Sacramento,
California.

MERRITT COLLEGE, OAKLAND

Don Richardson

NEW CAREERS: AN INSTRUMENT FOR CHANGE IN THE COMMUNITY COLLEGES

Summary and Conclusions:

Merritt College was one of the first successful ventures in the training and education of disadvantaged for public employment opportunities under federally-sponsored New Careers programs. Mr. Richardson lays out some of the planning pitfalls that should be avoided in providing the education component of programs primarily for the disadvantaged. Merritt's innovations including the Academic Assistance Center and a team-teaching approach are worth noting. The author points up the centrally crucial necessity to strengthen the community college's capabilities for change to meet the exigencies of the situation in keeping with the life values of other than the white middle class.

The program at Merritt is serving to "infuse new blood, revitalize and provide new ideas, new teaching techniques" and new community functions into the institution's life. "New blood," of course, means new vigor. In many cases, Merritt has found that the most pressing need "is for building confidence in the individuals being taught." Merritt is for example, building on the principles developed by Arthur Pearl for teaching the fundamentals of mathematics based on an ability to figure odds at dice, handicaps in horse-betting and whether or not to draw to an inside straight. This makes for an exciting and relevant educational experience.

Mr. Richardson is presently Coordinator of the New Careers Program at Merritt College, Oakland, California.

NEW CAREERS: AN INSTRUMENT FOR CHANGE IN THE COMMUNITY COLLEGES

By Don Richardson

New Career programs, concepts and participants present a multi-faceted challenge to the community college, and have thereby become instruments for change within the community college setting. The community college is being forced to meet and cope with the challenge before it has had the time or the opportunity to prepare for it.

At a time when community colleges are deeply concerned with methods of teaching ghetto youth and the so-called disadvantaged in general, Merritt College, for one, is being confronted with an enrollment of 150 New Careerists. Adults arrive at its doors with various inadequacies in background and skills, of an academic and social or other nature. These adults are of an inquiring mind and bring to the college an avowed intention of learning. They also bring experience and ideas which they have irrevocably internalized through the simple act of living, which are incompatible with the traditional concepts of college life and ivory tower techniques.

This article describes the attempts being made at Merritt College in Oakland - a member of the Peralta Junior College District - to meet and hopefully solve the problems of the New Careerists from the standpoint of the college's Coordinator of the Educational Component.

In traditional settings, as most educational institutions expect if not demand, the person in charge of assisting the college student to select his or her program is supplied with data regarding academic standing, performances on intelligence tests, personal inclinations, desires and/or preferences, and life goals. Unfortunately, in the case of the New Careerists, very little, if any attention has been given these matters. Individuals have been hired apparently in a hit or miss fashion; referred to the college; and, placed in classes. The agreement is that the Agency (employer), as part of the contract, will permit New Careerists to attend classes at a Junior College, on a half-time basis, for two years, and hopefully qualify for an A. A. degree in this period of time.

While this may seem reasonable with the average enrollee at a Junior College, preliminary research into the educational background of one public agency's New Careerists revealed that: one individual completed 11th grade; one 9th grade; one 8th grade; two 7th grade; and, one 1st grade. While it is not true that all the New Careerists enrolled at the ollege have so limited an educational background, the greatest percentage of them do. The monkey is on the college's back because each enrolling New Careerist has been given to understand that his public employer is providing him or her an opportunity to secure an A. A. degree. This is the way the current New Careers model is packaged and merchandised.

Even though motivation may be extremely high, and even though the individuals concerned may spend every waking hour trying to make up educational inadequacies, it is nearly impossible for a person forty years of age, with a family to support, who is also desperately trying to adjust to a new job and its related problems, to make up this lifetime deficiency in a period of two years.

The time allocated to bridge this gap is woefully inadequate and totally misleading to the individuals concerned, and may be the cause of greater frustration to those who see this "golden" opportunity slipping through their fingers. Added to this is the further burden of (1) job-related courses as required by the employing agency, regardless of the academic readiness of the enrollee, (2) the inability and sometimes unwillingness on the part of the traditionally oriented faculty member to cope with this new breed of students, (3) the communications gap that is readily apparent in this type of situation.

Despite these handicaps, Merritt College is making inroads on the challenge. It has established an Academic Assistance Center, has developed a Curriculum design and is using a team approach to teaching geared to the needs of the New Careerists that is showing the results. Even so, Merritt College also believes that the task of making education more meaningful and relevant to the participants in the program would be greatly improved if the employing agencies exercised greater concern in the selection of their future employees.

As the college gets further into the business of training New Careerists, and building up its personal data files, it would appear that agency selection of individuals was made on a first-come first-serve basis, with no real concern or regard for abilities, interests or acceptance on the part of the New Careerists of the career ladder to which they will be committed.

The natural rebuttal is that, of course, the New Careerists are not forced to accept job offers that may not be to their particular interests. While under "normal" circumstances this may constitute a valid rejoinder, we must remember that in this circumstance we are dealing with individuals who rightly or wrongly, feel they have been rejected by society, and never given a real opportunity to design a life for themselves. They feel compelled to seize the first opportunity presented to better their living conditions. To them, the New Careers program not only offers an opportunity for personal advancement, but also appears to be the key to a future for their children. And who would challenge these as desirable goals for the New Careerists? Who, also, would challenge the agencies' desire, if not need, to improve their images in the communities they serve by hiring New Careerists, regardless of whether or not they are, in fact, making realistic job placements? The New Careerists are generally a hard-working, goal-oriented breed of individuals who, despite the fact that they have been given no real choices, are intent on making the most of this once-in-a-lifetime opportunity.

Curriculum

It is difficult to pre-program individuals without some knowledge of their background abilities and preferences. Therefore, initially, the New Careers curriculum was formulated from what counselors, coaches, supervisors and education specialists thought should be in the program. This curriculum included (1) Composition Workshop for written clarity and organization; (2) Interpersonal Relations (Psychology 86A) for handling personal problems in both the home and work environment; (3) Consumer Problems for handling financial and budgeting concerns. The New Careerists have accepted these courses as a good basic approach to their return to school.

Second and third quarter as well as future curriculum includes (1) agency-determined classes needed for job retention and mobility; (2) college required courses toward a degree (agencies suggest or outline courses for their New Careerists, and present them for credit, if applicable for job retention, improvement, or employability at a higher level) and (3) electives chosen for interest or special needs of the New Careerists. Examples of these courses are English 51A X, for those needing a little extra help in college

English; Speech 51A, as specified by various agencies; Social Service 53A, a course in interviewing at various levels; Community Planning, a survey of organizations and services offered in Oakland; and Engineering Technology 50 X, as needed to give an overview of the application of Mathematics in civil engineering.

Academic Assistance Center

As a special service to the New Careerists, an Academic Assistance Center has been located at a site near the college. Every problem needing academic assistance is channeled to the Center through the Office of the Coordinator. It is manned 20 to 25 hours per week by certificated personnel who are engaged in teaching English or Mathematics and who are qualified to analyze problem areas, and tutor, or suggest other solutions to individual problems. While the problem of adequate space for the Center has been solved, there remains the problem of adequate coverage. 20 to 25 hours per week is insufficient to meet the demands of students with the academic backgrounds previously described.

To measure the use to which the Center is put, daily activity records were developed containing data which indicate (1) individual student problems and progress, (2) general areas in which assistance is given, and (3) specific problem areas broken down by classes/instructors. As evidenced by their repeated visits, students have accepted the Center as a definite place where they can receive help. Students go to the Center on a volunteer basis, verbalize their problems, and work them out with the assistance of the instructor and/or tutor on duty. Teacher acceptance of the Center has been high. They continue to refer students with the certainty that they will receive the needed assistance. The majority of the students who use the

Center are receiving assistance relating to problems in English composition, such as spelling, sentence structure, paragraphing, etc.

In addition to those students needing special help, some students have found the Center a place for study and a place for general discussions with instructors about their goals and/or objectives and sundry problems.

Team Approach

The internal organization of the staff or faculty of New Careers at Merritt College, has been to use a team approach. Every area of curriculum, such as English, Interpersonal Relations, Consumer Problems, etc., has 4 or 5 interested people who meet on a regular basis to thrash out problems relating to techniques, confrontation, discipline, and resources. The New Careers Educational Specialist, and New Careers Coordinator at Merritt College, are ex officio members of these groups. The regular weekly teachers' meetings have been well received, and have been very instrumental in the overall "team approach" and "time sharing" for enthusiastic as well as problematic reporting of classroom conditions.

In-Service Training

On a very informal basis, the New Careers Coordinator has been giving in-service training to those teachers who have expressed and/or demonstrated difficulty in dealing with this new breed of student. However, voluntary training on a one-to-one basis is not the answer. If public agencies, private industry, and the community colleges are to meet their commitments to the New Careerists and New Careers-type people, then in-service training for teachers who will be handling increasing volumes of the "new breed" will have to be compulsory to retain the job.

Teachers, by and large, are a dedicated group of individuals who are concerned with imparting knowledge. Unfortunately for the New Careerists, quite a few of the teachers encountered at the Community Colleges are individuals who have very little, if any, acquaintance with life in a ghetto community. Because their life values are different, they not only seek to impose and/or censor their sometimes restricted knowledge of facts - as in the case of history teachers - but also demand that students conform to their individual personal preferences. One particular case comes to mind: that of an art teacher who could not stand for her student, a very talented artist, to do portraits of blacks, even though these included members of his own family. Because this was not her idea of beauty, it was verboten, and she demanded such ridiculous things as painting Caucasian features instead of Negroid ones. What is the student supposed to do in this case? Sacrifice personal integrity for a passing grade, or risk the displeasure of the instructor and questions from his employer, who, by the way, has the right to examine his grades. New Careerists have too many other pressing problems to contend with than to be forced into these types of confrontations with teachers.

Counseling

Because of severe limitations, the New Careers budget at Merritt College has not permitted the hiring of a counselor. The Coordinator at the College has had to "double in brass" as a counselor to the New Careerists involved in the program, while at the same time functioning as instructor in a remedial mathemathics class.

Conclusion

As a specialist in remedial education with extensive experience with the mentally retarded, the emotionally disturbed, the push-outs, drop-outs, and kick-outs, it is the belief of the Coordinator that in a great number of instances, the most pressing need is for building confidence in the individuals being taught. It is an extremely time-consuming and difficult task to convince a middle-aged person with a very limited educational background that if he or she can count the dice, figure the handicaps in horse-betting, and/or play poker, that he or she has a better than adequate grasp of the fundamentals of mathematics. It may take as long as six months to a year on a continuing relationship (such as counselor or teacher), to establish this kind of confidence and rapport, and thereby open the doors for meaningful learning. However, once the doors have been open, learning (as measured by standard tests) is so rapid as to become almost unbelievable.

There are a number of institutions, such as the East Bay Skills Center, where this type of expertise has been developed and proven to be successful, and which presently has the facilities that this type of program would need.

Despite the many problems that the New Careers Program may present to the community colleges, it is evident that it is serving as a revitalizing influence. This infusion of new blood, new ideas, new teaching techniques, etc., has made Merritt College more conscious of its function as a community college. The commitment of the College President, the New Careers Coordinator, the Faculty Senate, and the staff in general is such that positive results are occurring in a program that is not quite two years old.

THE COMMUNITY GOLD MINE : FOOL'S GOLD OR THE REAL STUFF?

"...soul music and poetry. What in hell are soul courses worth in the real world? No one gives a damn if you've taken soul courses. They want to know if you can do mathematics and write a correct sentence."

...Bayard Rustin - speech, Chapter,
American Jewish Committee,
Plaza Hotel, April 28, 1969.

SAN DIEGO COMMUNITY COLLEGES

Geraldine Rickman

THE COMMUNITY GOLD MINE : FOOL'S GOLD OR THE REAL STUFF?

Summary and Conclusion

Mrs. Rickman lays out, in no uncertain terms, the difficulties faced by the San Diego Community Colleges in the development of public service curricula. The panoply of relevant courses from which to build was and is no assurance that the necessary changes can be made to weave them into a meaningful education experience for minority enrollees. The author criticizes the colleges' reluctance to fully meet their obligation to be a free college for all high school graduates or those over 18. Serious criticisms are leveled at the lack of financial assistance for minority enrollees, echoing those of other contributors to this publication. A number of positive, purposeful steps for improvement are suggested if the community colleges are to take advantage of their unique status as "the only true 'urban' college around." In answering the question raised in the article's title, the author concludes there does indeed exist a golden opportunity for community colleges if they would but get on with the business of the day: "bringing the community into the college and the college into the community."

Mrs. Rickman was the 1968 winner of an "Outstanding Young Women of America" award. She has been heavily involved in urban problems as a planning committee member of San Diego City's Project Summertime, sponsored by Mayor Frank Curran, and with the Urban Coalition. She is a member of the Board of Directors of the Urban Affairs Foundation, Los Angeles, and currently Director, Community Opportunity Programs in Education, (COPE), San Diego Community Colleges.

THE COMMUNITY GOLD MINE : FOOL'S GOLD OR THE REAL STUFF?

By Geraldine Rickman

This article covers recent activities in the San Diego Community Colleges pertaining to (1) the development of public service curriculum and (2) the development of training and education programs for disadvantaged people to prepare them for subprofessional occupations.

A community college is designed to meet specific needs for education of a varied population and one can assume (rightfully or wrongfully) that it is vitally concerned with the educational needs of every high school graduate and adult in the community. Consequently, several types of programs are usually offered:

1. General Education - offering intellectual and social experiences for the development of the skills, attitudes and values needed by each student in realizing his full potential as an individual in a free society.
2. College Transfer Program - equivalent to the lower division curriculum of universities and colleges for students who plan to continue their education.
3. Career Program - providing technical skills and related instruction for beginning employment, retraining and advancement.
4. Developmental Program - to assist students who may enter the college inadequately prepared in one or more areas, and thus to better enable them to undertake successfully the college course work within their fields of interest.
5. Guidance Program - vocational, educational and personal counseling to assist students in the selection and pursuit of careers compatible with their interests and abilities.
6. Community Service - to assist in meeting the cultural, educational and vocational needs of the district.
7. Cocurricular Activities Program - to provide opportunities for personal development and social responsibility.

While these seven items were taken from the Grossmont College catalog, they could have come from any one of the seven community college catalogs in San Diego County. The range of programs is really wide: anatomy, architectural graphics, anthropology, art, astronomy, bacteriology, behavioral science, biology, botany, broadcasting, business, chemistry, communication arts, criminology, data processing, dental assisting, drama, economics, education, electronics, 1/ engineering, English, food service management, French, geography, geology, German, guidance, health education, history, home economics, humanities, journalism. mathematics, music, nursery school training, nursing, philosophy, photography, physical education, physics, political science, physiology, psychology, real estate, recreation, Russian, science, sociology, Spanish, speech, supervision, teacher assisting, technical illustration and zoology!!!! Also, police science, aeronautics, machine shorthand, business machines, development (called "general studies" at some campuses) which is for students who lack sufficient skill in composition, reading, speech, listening and mathematics required for college level courses. And, of course, recreation terminal, which is a program designed to provide some educational experiences for semiprofessional recreation leaders. Some college preparation for all recreation leaders is now required for selection by local city and county recreation departments.

The above litany of courses was not presented to take up space. They illustrate the relevancy of the rôle of the community college. If they do not represent a public service curriculum, then what does? The vast potential which the community colleges possess for reshaping and integrating community needs and educational goals boggles the imagination!

1/ Biomedical electronics is the fastest growing area of electronics today. One can obtain an A. S. degree in Engineering Technology with an emphasis on biomedical electronics.

But perhaps the right imaginations are not touched. The California Master Plan for Higher Education (the famous Donahoe Report) published in 1960 assigned a very important roie to the "junior" colleges; that of being available to 100% of all high school graduates as well as those over 18 who had not graduated from high school but who could reasonably be expected to profit from education. For the first time in the history of the United States' education, a state had a truly public "college." It was this very "open door" policy however, that made it seem, to many in other segments of high education in California, less an institution of higher education. Furthermore, in San Diego as in other areas of California, the community colleges have been an integral part of the K-12 local school district syndrome; a college (but not quite) under the direction and influence of a Board of Education that does not consider the 13th and 14th years to be much different from the senior high school years; though they know that it _is_ different. They are like reluctant parents with grown children; they hate to let them try their wings for themselves.

Only now that the community colleges are breaking away into a statewide network of their own, will the hope for greater development become a reality. Of course, financing the community college programs is a serious problem. College instructors must compete with secondary teachers for pay levels commensurate with their training and fight for benefits that will help enrich their teaching as well as allow for time for more faculty involvement in the "community" aspect of the college. Financial aid for students who, though they pay no tuition and minimal fees (unless an out-of-state resident), is really a joke, but not in the least funny. San Diego community colleges DO NOT have the financial resources necessary to provide meaningful financial aid packages to low-income students. Matching funds for educational opportunity grants, until this year, were almost nonexistent; consequently, not many such grants were given. With the new regulations, work-study funds can be used to match EOG's, but their sufficiency remains in question. Financial aid officers are a new breed of professional and it is becoming increasingly clear that not just anyone can be thrown into this job without doing irreparable harm to students. Furthermore, in the community colleges, financial aid positions must be created. Persons must be given the responsibility for becoming "expert" in ways to obtain and dispense funds for student aid. It cannot become the job "someone" does when he or she gets around to it. Money for maintenance costs in addition to books is, for many (in fact, most) minority and low-income students essential to their not only enrolling in a community college but staying there.

These comments are integral to the development of public service curriculum and the development of training and education programs for disadvantaged people to prepare them for subprofessional occupations. The stage was set by noting just how diverse are the offerings in San Diego. To date, however, only a small percentage of enrollees are students from racial minorities. "Community college?" Not yet, anyway. The stage was also set for indicating that regardless of programs designed for the "disadvantaged" (this term is usually equated with racial minority) to prepare them for paraprofessional work. 2/

One San Diego community college is about to become a Mexican-American Advisory Center in the Economic Opportunity Commission's War on Poverty to better service the Chicano population in what is essentially an

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2/ "Para" means "along side of," a partner; "sub" indicates someone less than professional, and I like to think that paraprofessionals do essential jobs that even professionals do not often know how to do.

all-white community. This is public service, but the author would not be able to effectively indicate just what curriculum innovations would be required to provide more effective training in support of this effort. The curriculum now being provided, with the addition of Chicano studies, Afro-American Studies, more sensitive instructors, more concerned and aware administrators (several of whom this particular college is fortunate to have), less restrictive trustees and more funds (especially from the State) can, indeed, provide a beginning in training individuals for public service. If "public service" is defined in relation to local government occupations, this could prepare a person to be a janitor in the civic center as well as to become a responsible administrative officer. It could, in fact, apply to training firemen and policement (which it now does). It applies to providing clerks, stenographers, secretaries, administrative assistants which the curriculum now purports to do. Obviously, "public service" is so broad it can, does and should mean many things.

I wish to arbitrarily limit what "public service" means to me in the context of today's United States. As related to "local government occupations," I would view developing curricula in the behavioral sciences as essential to preparation for future work regardless of what it will be. Likewise, preparation in effective use of the English language, of composition and speech, is essential. But I would go a step further and provide for interdisciplinary correlation with the fields of major interest to the student. Regardless of background, a person tends to speak and write much better when doing so about something he is vitally interested in. Yet, this interdisciplinary correlation is a very difficult process to come by in institutions of higher learning. Faculty prerogatives, budgetary difficulties (after all, everything is done by department!!), interdepartmental rivalries, just to name a few, get in the way of the best educational experience for the students. My experiences indicate that community college faculty members are very resistent to change --ANY change. Recent attempts to institute Afro-American Studies and Mexican-American Studies courses has adequately attested to the foot-dragging qualities of faculty in colleges that are specifically designed to meet the "specific needs for education of a varied population."

On that note, then, let us proceed to examine what is happening in the development of training and education programs for minority and low-income people to prepare them for paraprofessional (NOT subprofessional) occupations. As one of the publics to be better served by the community colleges,. minority and low-income persons stand as a paradox to the "open door" policy. By now, college administrators should recognize that an open door is NOT going to guarantee that all persons will take advantage of what the institution has to offer. Years of exclusion, if not through sins of commission through sins of omission, have conditioned minority persons to be suspicious of intent and distrustful of promises. Community colleges are just beginning an aggressive recruitment program in the minority communities of San Diego County, but a recruiter (be he black or brown) is hard put to extol the virtues or benefits of attending a community college, for he cannot point to the past and exhibit concern, involvement of the institution, high incidence of community college graduates, good financial aid packaging, or a good track record in moving more minority students on into four-year college or university programs. What, then, does the recruiter say? After all, he cannot even state that the education offered is "free," as so many people like to say. On an average, a student going to a San Diego community college full time (12 to 14 units) will need to have a total maintenance budget of about $1200 if he is to stay in school and not drop out. This availability of financial aid is extremely crucial to families of low-income---regardless of color---but becomes even more critical in the case of minority students. Only a very few community colleges in the State of California can publicize that "no student will be prevented from attending XX College because of lack of funds."

In preparation for training paraprofessionals, San Diego Community Colleges have programs established in training teaching assistants, dental assistants, psychiatric assistants, laboratory technicians, data processing technicians and programmers, administrative assistants, nurse's aides. Interestingly enough, in seeking the educational component for a New Careers Program, the local planners found more receptivity for planning the course work through the University of California Extension Division than through the community colleges. If one cared to question community college personnel regarding training for paraprofessional positions and minority and low-income persons, one of the stock responses would be that these courses are available to EVERYONE, since the college is open to EVERYONE. And, of course, all those who are qualified to do so can take any courses they so wish. Certainly, there is a problem of counseling students from minority and low-income backgrounds. So many just aren't quite "ready" for even paraprofessional experiences nor the academic course work required.

Other factors influencing community colleges and development of training programs are ADA (average daily attendance) for which they collect funds from the State, as an important augmentation to the public school district funds which are never adequate to the tasks to be performed. The development of special tutoring programs, special advising programs, Educational Opportunity Programs--all take money. Even the federal funds for such programs are fast drying up and the district's "commitment" to equal educational opportunity is at the very most lukewarm-to-cold in practice, though the verbal statements still create gusts of hot wind. The rush to establish priorities that reflect that growing needs of society and especially the growing needs of publics that have not yet really become a part of the "community" in community colleges is exceeded in speed only by the school districts rush to make education at the elementary and secondary level more relevant to the needs of all students.

But, student activists are actively becoming more cohesive on community college campuses. Because of the "day-hop" nature of these colleges, it has been traditionally hard to mount effective student activities programs or to get students together for espousing serious causes. That is rapidly changing. Black Student Councils and Mexican-American Youth Associations are located on virtually every campus in San Diego County. Their voices are being heard in the departments, in the administrative offices and by the governing board. Their demands are for a more relevant education in the community colleges that will help reshape and integrate community needs and educational goals. More minority and low-income students MUST be guided toward four-year colleges and universities than have been set on this path in the past. MORE faculty members in community colleges should reflect the varying racial/ethnic mixture of the community. In most colleges today, this is not the case. More opportunities should be made available for community college students who DO go into terminal programs. In San Diego, the labor market calls for highly skilled personnel, especially in the professional and paraprofessional ranks. Even opportunity in the skilled trade areas (plumbing, carpentry, electricians) is severely limited for persons who are not white. In developing the public service, it would seem that the community college is in a unique position to use its influence and its very nature to open ever wider the doors of opportunity in fields heretofore closed to minority and low-income persons.

One might argue that no rock large enough has ever been found under which enough creative, gutsy, committed, smart and outspoken administrators and faculty can be found. The many changes required in our community colleges today (and in the whole realm of education) are going to need these kinds of people.

This is San Diego, 1969. This is California, 1969. This is the United States, 1969. How, then, are public service curricula that really serve the public developed until the rules of the game change? I hope by now that the reader recognizes the vacuum that exists in providing public service curricula and in developing training and education programs for minority paraprofessionals. I suspect my community is no better nor any worse than other communities, but an effort is under way which represents a beginning. And it is still true that a journey of 1000 miles begins with the first step. But after that first step, the gallop should begin!!!

The community colleges do represent a gold mine for the San Diego community, but the main vein has not yet been mined. Some suggestions are in order for the future which, hopefully, will help to illustrate some ways to make the educational programs of the community colleges increasingly more relevant and productive:

1. Seriously consider trimester or quarter schedules. Students who are already financially in a bind may have to stretch their education out over three or more years, but the probability for lessening the strain would be increased by having full offerings the year round.

2. Consider the cooperative education approach used successfully by Antioch College (Yellow Springs, Ohio), Northeastern University (Boston, Mass.) and Golden Gate College (San Francisco,Ca.)Two students begin their education at the same time, but one goes to a job that is oriented toward his career goal while the other goes to school. At the end of the semester, or trimester, or the school period assigned, the student on the job goes to school full time and the student who has been in school goes to the job. There are several educational experiences at work in this type of program that have a great deal of merit for all students, and especially for minority and low-income students. Classroom theory is tested in the real-world arena of work and a student is able to better contribute to his classroom work and perceive the relevancy or irrelevancy of what he is learning as compared to what he is doing. The student is hired at a wage that represents a respectable, living income. That, coupled with grants-in-aid during the period of full-time school work combines to make up a financial aid package that is adequate from a maintenance point of view. Academic credit for work is granted; in fact, must be. This provides for recognition that work is in itself educational and experience should have some academic merit toward completion of degree requirements. (Four-year institutions are now providing for work experiences with credit, especially work that is related to community service and work with minority and low-income associations, schools, organizations.)

The student in a cooperative education program is also building up a work experience record that will put him several rungs beyond the threshhold when he graduates. This provides career incentives far beyond part-time, unrelated career jobs many community college students are now forced to hold in order to survive. These programs increase the relationships community colleges have with business and industrial firms, with government offices and with professionals. This approach also permits a student to make some live choices about his career early enough to be able to make academic program changes and not penalize himself. It allows early decisions for careers, and this approach is especially important to minority and low-income students who find delayed gratification in terms of income and goal satisfaction often demoralizing. While this is admittedly a "short-form" review of cooperative education, the concept bears further investigation for implementation at the community college level (and at more four-year institutions for that matter).

3. Increase the number of professional and "lay" people who have expertise that become part of the community college faculties. Community colleges need not worry about lowering standards for faculty or polluting the faculty ranks. Even prestigious universities allow for use of talented people who do not meet the strict requirements of the district or institution by bringing them aboard as visiting lecturers, professors in residence, or visiting professors.

There are many people in the community who would be glad to lend some time to teaching courses in community colleges, but the relationship between these people and the professionals in the community colleges must be moved to a higher plane; that of better serving the publics for which the colleges were designed in the first place.

4. Begin and if begun; increase the interdisciplinary correlations that make programs more exciting for students. Faculty moan that this coordinative effort demands more of their time or detracts from other things they wish to do. The question arises: what better programs can an educational institution promote than those which excite the imagination and the desire of students to learn?
5. Initiate programs in the various communities to be served in greater number. Speaking for San Diego, transportation is a severe problem, and in serving low-income persons, the college should take the courses to the community. Make higher education more available. The concept of "community" demands more of an outreach than is presently being undertaken.
6. Provide more opportunities for students to "intern" in offices of government officials (mayor, city council, board of supervisors, state and local legislators, etc.). Encourage active participation of minority students in such programs; design programs that will deliberately make these opportunities available to them. Today, students are more aware than ever of the importance of political action in all walks of life. Even obtaining the budget for the community college is an exercise

in political acumen and requires a skillful politican to oversee the results. Management "interns" in business, banking or industry should be encouraged on any basis possible: work-study, cooperative education, summer employment.

7. Encourage more active participation in journalism and broadcasting as career opportunities that need many more minority and low-income persons. Opinions are shaped by newspapers, books, magazines and television. Over 22 million black and over 5 million brown Americans read and listen to news that affects them but which they have very little opportunity to influence. Such career developments can begin in community colleges and progress into four-year institutions and MUST be encouraged.

Conclusion

Community colleges must recognize the important role they play in helping to solve many of the urban problems. Many of our community colleges are the only true "urban" colleges around, yet they continue to shut out the opportunity that surrounds them. Fool's gold looks like the "real thing", but an assayer soon destroys that illusion with the truth. Golden opportunities exist for community colleges. They must assess the needs of the communities they serve, define their publics in the true sense of the word and then get on with the business of the day: bringing the community into the college and the college into the community. The task is urgent. The hour is late.